

# THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL.

VOL. V.

CINCINNATI, JANUARY 1, 1851.

NO 4

## THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL

PUBLISHED MONTHLY,  
BY W. B. SMITH & CO.  
No. 58 Main street, Cincinnati, Ohio.

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One Copy, for one year, - - - \$0.50  
Five copies, to one postoffice, one year, - 2.00  
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From the Southern Press.

### Woman's Rights.

BY MRS. N. P. LASSELLE.

It is her right to watch beside  
The bed of sickness and of pain,  
And when the heart almost despairs,  
To whisper hopes of health again.  
Her right to make the hearth-stone glad,  
With gentle words and cheerful smile;  
And when man is with care oppress'd,  
His wearied spirit to beguile.

It is her right to train her sons,  
So they may senate chambers grace—  
Thus, is she with more honor crown'd,  
Than if herself had filled the place.

It is her right to be admired  
By every generous, manly heart,  
When with true dignity and grace,  
She acteth well a woman's part.

She hath a closer right than this;  
To be in one true heart enshrined—  
Who, though the world may all forsake,  
Will cherish still, and still be kind.

And there is yet a higher right,  
Which, also, is to woman given:  
'Tis hers to teach the infant mind,  
Those truths divine which came from heav'n

What would she more, than to perform,  
On earth, life's holiest, sweetest tasks?  
When you a perfect woman find,  
No other rights than these she asks.  
Washington, Oct. 30th, 1840.

### INTERESTING SCENES

From the Notes of a Celebrated Physician.

#### CONTINUED.

"Surrender, sir; you're our prisoner," said one of the two strangers, both of whom now advanced to him, one laying hold of his collar, the other fumbling in his pocket, and taking out a pair of handcuffs. Pushing aside the officer's hand, he exclaimed, "What is the meaning of this, sir? How dare you deprive me of my liberty, sir?" addressing Mr. Hillary. "What am I charged with?"

"Embezzling the money of your employers, interposed the solicitor. He heard the charge preferred against him without uttering a word. The firm had had reason for some time, it was said, to suspect that they were robbed by some member of the establishment; that suspicion fell at length upon the prisoner; that he was purposely directed that day to go unexpectedly to dinner, having been watched during the early part of the morning; that his desk was immediately opened and searched, and three five pound notes previously marked, found in his pocket book; that he had been several times lately seen with bank notes in his hand which he seemed very desirous of concealing; that he had been very intimate with one of his fellow-clerks, who was now in Newgate on a charge similar to the present; that Elliott had only that morning been

asked by one of the clerks, then present, to lend him some money when the prisoner replied that he had not got 5/- in the world.

"Well, sir," said one of the magistrates, "what have you to say to this very serious charge?"

"Say! why can you believe it, sir?" replied Elliott, with a frank air of unaffected incredulity.

"Do you deny it sir?" inquired the magistrate, coldly.

"Yes, I do! Peremptorily indignantly! It is absurd! I rob my employers! It is impossible!"

"Then, sir, you will be able easily to account for the 15/- found in your desk this morning?"

"Ah, yes, I had forgotten that; I deny the fact."

"But it is sworn here—you heard it sworn as I did—that the money was found there."

"Then, sir," said Elliott, with a start, as if electrified with some sudden thought, "I see it all! Oh God, I now see it all! It was placed there on purpose! It is a plot laid to ruin me!" He turned round abruptly toward Mr. Hillary, and fixing a piercing look upon him he exclaimed, "Oh, monster!" He was on the eve of explaining Mr. Hillary's probable motives but the thought of his daughter suddenly sealed his lips. "Sir," said he, presently, addressing the magistrate, "I take God to witness that I am innocent of this atrocious charge. I am the victim of a conspiracy; commit me, sir; commit me at once."

The magistrates seemed struck with what he had said, and much more with his manner of saying it. They leaned back and conferred together for a few minutes. "Our minds are not quite satisfied as to the propriety of immediately committing the prisoner to Newgate."

That day week Elliott was fully committed to Newgate; and on the next morning the following paragraph appeared in the newspapers:

"— street. Henry Elliott, a clerk in the house of Hillary, Hungate and Company, Mining Lane, (who was brought to this office a week ago, charged with embezzling the sum of 15/-, the money of his employers, and suspected of being an accomplice of the young man who was recently committed to Newgate from this office on a similar charge,) was yesterday fully committed for trial."

The newspaper containing this paragraph found its way on the evening of the day on which it appeared, into Miss Hillary's room, through her maid. The moment that she had read it she sprung to her feet, and, with the newspaper in her hand, flew wildly down the stairs and burst into the dining room, where her father was sitting alone, in his easy chair. "Father!" she almost shrieked, springing to within a yard or two of where he was sitting, "Henry Elliott robbed you! Henry Elliott in prison! A common thief!" pointing to the newspaper with frantic vehemence. "Is it so? And you his accuser? Oh, no! no! never!" she exclaimed, a wild smile gleaming on her pallid countenance, at the same time sweeping to and fro before her astounded father, with swift but stately steps continuing, as she passed and repassed him. "No, sir! no! no! no! Oh, for shame! for shame, father! Shame on you! shame! His father

dead! his mother dead! No one to feel for him! no one to protect him! no one to love him—but me!" And accompanying the last few words with a loud and thrilling laugh, she fell at full length insensible upon the floor.

Her father sat cowering in his chair, with his hands partially elevated, feeling as though an angry angel had flashed over his guilty privacy; and when his daughter fell, he had not the power to quit his chair and go to her relief for several seconds. A horrible suspicion crossed his mind that she had lost her reason; and he spent the next hour and a half in a perfect ecstasy of terror. As soon, however, as the apothecary, summoned to her assistance, had assured him that there were, happily, no grounds for his fears; that she had had a very violent fit of hysterics, but was now recovered and fallen asleep, he ordered the horses to his carriage, and drove off at top speed to the chambers of his city solicitor, Mr. Newington, to instruct him to procure Elliott's instant discharge. That, of course, was utterly impossible; and Mr. Hillary, almost stupefied with terror, heard Mr. Newington assure him that the King of England himself could not accomplish such an object!

Six weeks did poor Elliott lie immured in the dungeon of Newgate, awaiting his trial—as a felon. What pen shall describe his mental sufferings during that period!

At length came on the day appointed for his trial, and it was with no little trepidation that Mr. Hillary, accompanied by Lord Scamp, stepped into his carriage and drove down to the old Bailey. Even Mr. Hillary's hard heart was almost touched by the altered appearance of his victim, who was greatly emaciated, and seemed scarcely able to stand erect in his most humiliating position.

After about half an hour's trial, in the course of which Hillary was called as a witness, and trembled so excessively as to call forth some encouraging expressions from the bench, the judge who tried the case decided that there was no evidence worth a straw against the prisoner, and consequently directed the jury to acquit him, which they did instantly, adding their unanimous opinion that the charge against him appeared both frivolous and malicious.

He left the prison a little after eight o'clock; and wretched indeed were his feelings as the turnkey, opening the outermost of the iron-bound and spiked doors, bade him farewell.

He scarce knew, for a moment, whither to direct his steps, staggering over-powered with the strange feeling of suddenly recovered liberty. The sad reality, however, soon forced itself upon him. What was to become of him? He felt wearied and faint, and almost wished he had begged the favor of sleeping for the night in the dungeons from which he had been but that moment released. Thus his thoughts were occupied as he moved slowly toward Fleet street, when a female figure approached him muffled in a large shawl.

"Henry, dearest Henry!" murmured the half-stifled voice of Miss Hillary, stretching toward him both her hands; "so you are free! You have escaped from the snare of the wicked!—Thank God, thank God! Oh, what have we passed through since we last met! Why, Henry, will you not speak to me! Do you forsake the daughter for the sin of her father?"

Elliott stood staring at her as if stupefied.

"Miss Hillary?" he murmured incredulously.

"Yes, yes! I am Mary Hillary; I am your

own Mary. But oh, Henry, how altered you are! How thin! How pale and ill you look! I cannot bear to see you!" And covering her face with her hands, she burst into a flood of tears.

"I can hardly—believe—that it is Miss Hillary," muttered Elliott. "But your father! Mr. Hillary! What will he say if he sees you! Are you not ashamed of being seen talking to a wretch like me, just slipped out of Newgate!"

"Ashamed? My Henry, do not torture me! I am heartbroken for your sake! It is my own flesh and blood that I am ashamed of, that he could ever be so base!"

Elliott suddenly snatched her into his arms, and folded her to his breast with convulsive energy.

If the malignant eye of her father had seen them at that moment!

She had obtained information that her father was gone to the Old Bailey with Lord Scamp, and soon contrived to follow them, unnoticed by the domestics. She could not get into the court, as the gallery was already filled; and had been lingering about the door for upward of four hours, making eager inquiries from those who left the court, as to the name of the prisoner who was being tried. She vehemently urged him to accompany her direct to Bullion House, confront her father, and demand reparation for the wrongs he had inflicted. "I will stand beside you; I will never leave you; let him turn us both out of his house together!" continued the excited girl. "I begin to loathe it; to feel indifferent about everything it contains, except my poor, unoffending, dying mother! Come, come, Henry, and play the man!" But Elliott's good sense led him to expostulate with her, and he did so successfully, representing to her the useless peril attending such a proceeding. He forced her into the coach that was waiting for her; refused the purse she had tried nearly fifty times to thrust into his hand; promised to make a point of writing to her the next day, in such a manner as should be sure of reaching her; and, after mutually affectionate adieus, he ordered the coachman to drive off as quick as possible toward Highbury. She found Bullion House in a tumult on account of her absence.

"So your intended victim has escaped!" exclaimed Miss Hillary, suddenly presenting herself before her father, whom Lord Scamp had just left.

"To think that *your* blood flows in these veins of mine!" continued Miss Hillary, with extraordinary energy, extending her arms toward him. "I call you *father*, and yet!"—she shuddered—"you are a guilty man; you have laid a snare for the innocent; tremble, sir! tremble! Do you love your daughter? I tell you, father, that if your design had succeeded, she would have lain dead in your house within an hour after it was told her! Oh, what—what am I saying?—Where have I been?" She pressed her hand to Her forehead; her high excitement had passed away. Her father had recovered from the shock occasioned by her abrupt reappearance. He walked to the door and shut it.

"Sit down, Mary," said he, sternly, pointing to the sofa. She obeyed him in silence.

"Now, girl, tell me, where have you been? what have you been doing?" he inquired with a furious air. She hid her face in her hands and wept.

"You are driving me mad, father!" she murmured.

"Come, come! What! you're playing the coward now, miss! Where is all your bold spirit gone? What! can't you bully me any more? Snivel on, then, and beg my forgiveness! What do you mean, miss," said he, extending toward her his clenched fist, "by talking about this fellow Elliott being—my—victim! Eh? Tell me. Haven't I been a kind father to you all my—"

"Oh yes, yes, yes! dear father, I know you have!" sobbed Miss Hillary, rising and throwing herself at his feet.

"Then why are you behaving in this strange way to me?" he inquired, somewhat softening his tone. "Mary, isn't your poor mother up stairs dying? and if I lose her and you too, what's to become of me?" Miss Hillary wept bitterly. "You'd better kill your old father outright at once than kill him in this slow way! or send him to a madhouse, as you surely will? 'Only think, Molly! My daughter, with a vast fortune—scraped together during a long life by her father's hard labor—to fling herself into the arms of a common thief, a jail-bird, a felon, a fellow on his way to the gallows!'"

"Father!" said Miss Hillary, solemnly, suddenly looking up in her father's face, "you know that this is false! You know that he is acquitted, that he is innocent; you knew from the first that the charge was false?"

Scarce suppressing a horrible execration—turning a deaf ear to all her passionate entreaties on behalf of Elliott—he rose, forcibly detached her arms, which were clinging to his knees, and rung the bell.

"Send Miss Hillary's maid here," said he, hoarsely. The woman with a frightened air soon made her appearance.

"Attend Miss Hillary to her room immediately," said he, sternly, and his disconsolate daughter was led out of his presence to spend a night of sleepless agony.

Many more such scenes as the one above described, followed between Mr. Hillary and his daughter.

We pass over an interval of a month or two, during which she continued to keep up some correspondence with Elliott, who never told her the extreme misery, the absolute *want* he was suffering, since her father refused to give him a character such as would procure his admission to another situation, and he was therefore reduced to the most precarious means possible of procuring a livelihood. Miss Hillary, overhearing her father make arrangements for taking her on a long visit to the continent, fled at night in desperation from Bullion House. He made no inquiries after her, nor attempted to induce her to return. He heard that the banns of marriage between her and Elliott were published. He affixed his signature, when required, to the document necessary to transfer to her the sum of money—600*l.*—in sullen silence.

So this ill-fated couple were married, no one attending at the brief and cheerless ceremony but an early friend of Elliott's, and the worthy couple from whose house Mrs. Elliott had been married. Years passed away, when one morning I drove up to Bullion House.

"Well, Mr. Hillary," said I, entering the drawing room, where he was standing alone with his hands in his pockets at the windows, watching some disturbance in the square, "I am afraid I can't bring you any better news about Mrs. Hillary. She weakens hourly!"

"Ah, poor creature, I see she does—indeed!"



he replied, sighing, quitting the window, and offering me one of the many beautiful chairs that stood in the splendid apartment. "Well, she has been a good wife to me, I must say; a very good wife. Well, poor soul! she's had all that money could get her, doctor. Ay, and no grudging neither; I'd do ten times what I have done. What's money to me? Poor Poll, and she's going!"

"Yes," I said, in answer to some general remark he had made, "we medical men do certainly see the worst side of human life. Pain, illness, death, are bad enough of themselves, but when poverty steps in too—"

"Aye, I dare say. Bad enough as you say; bad enough!"

"I have this very day seen a mournful instance of accumulated human misery; poverty, approaching starvation, and illness, distress of mind—Ah! Mr. Hillary, what a scene I witnessed yesterday!" I continued with emotion; a man who is well born, who has seen better—"

"Better days—ah, exactly. Double-refined misery, as they would say in the city. By-the-way, what a valuable charity that is!—I'm a subscriber to it—for the relief of decayed tradesmen."

"Do you know, doctor, I've some notion of being remembered when I'm gone."

"A noble ambition, sir, indeed. But as I was observing, the poor people yesterday—such misery! such fortitude!"

"Ah, yes! Proper sort of people, just the right sort to put into—ahem!—*Hillary's Hospital*. It don't sound badly, does it?"

"Excellently well. But the fact is"—I observed that he was becoming rather fidgety, but I was resolved not to be beaten from my point—"I'm going, in short Mr. Hillary, to take a liberty which nothing could warrant but—"

"You're going to beg, doctor, now an't you!" he interrupted briskly; "but the fact is, my maxim has long been never to give a farthing in charity that any one knows of but two people: I and the people I give it to," and he transferred his left hand from his waistcoat to his breeches pocket; "so there's a guinea for you. But don't on any account name it to any one."

"But, Mr. Hillary, surely I may tell my poor friends, to whom your charity is destined, the name of the generous—"

"Oh, aye! Do as you please, for the matter of that. Who are they? What are they?—Where do they live? I'm a governor of —," I trembled.

"They live at present in — street; but I doubt, poor things, whether they can stop there much longer, for their landlady is becoming very clamorous—"

"Oh, the old story! the old story! Landlords are generally, especially the smaller sort, such tyrants, an't they?"

"Yes, too frequently such is the case. But I was going to tell you of these poor people.—They have not been married many years, and they married very unfortunately." Mr. Hillary, who had for some time been sitting down on the sofa, here rose and walked rather more quickly than he had been walking before. "Contrary to the wishes of their family, who have forsaken them, and don't know what their sufferings now are—how virtuous—how patient. And they have got a child, too, that will soon, I fear, be crying for the bread it may not get." Mr. Hillary was evidently becoming disturbed. I saw that a little of the color had fled from about his

upper lip, but he said nothing, nor did he seem disposed to interrupt me. "I'm sure, by-the-by," I continued as calmly as I could, "that if I could prevail upon their family to see them before it is too late, that explanations might—"

"What is the name of your friends, sir?" said Mr. Hillary, suddenly stopping, and standing opposite to me, with his arms almost akimbo, and his eyes looking keenly into mine.

"Elliott, sir."

"I—I thought as much, sir," he replied, dashing the perspiration from his forehead; I knew what you were driving at! sir, I see it all! You came here to insult me; you did, sir." His agitation increased.

"Forgive me, Mr. Hillary, I assure you—"

"No, sir. I won't hear you, sir. I've heard enough, sir. Too much, sir. You've said enough, sir, to show me what sort of a man you are, sir. Sir, it's too bad!"

"You mistake me, Mr. Hillary," said I, calmly.

"No I don't, but you've cursedly mistaken me, sir. If you know these people, and choose to take up their—to—to—patronize, do it, sir, if you like, and haven't any thing better to do."

"Forgive me, sir, if I have hurt your feelings."

"Hurt my feelings, sir? What d'ye mean, sir?" Every man hurts my feelings that insults me, sir; and you have insulted me, sir."

"How, sir?" I inquired, sternly in my turn.

"Oblige me, sir, by explaining these extraordinary expressions."

"You know well enough. I see through it. But if you—really, sir—you've got a guinea of mine, sir, in your pocket. Consider it your fee for this visit, the last I'll trouble you to pay, sir!" he stuttered, almost unintelligible with fury.

I threw his guinea upon the floor, as if its touch were pollution. "Farewell, Mr. Hillary," said I, deliberately drawing on my gloves.—"May your deathbed be as calm and happy as that I have this day attended up stairs for the last time."

He looked at me earnestly, as if staggered by the reflection I had suggested, and turned very pale. I bowed haughtily and retired. As I drove home, my heated fancy struck out a scheme for shaming or terrifying the old monster I had quitted into something like pity or repentance, by attacking and exposing him in some newspaper; but by the next morning, I perceived the many objections there were to such a course. I need hardly say that I did not communicate to the Elliotts the fact of my attempted intercession with Mr. Hillary.

It was grievous to see the desperate but unavailing struggle made by both of them to retrieve their circumstances, and provide against the expensive and trying time that was approaching. He was slaving at his account books from morning to midnight, scarce allowing himself a few minutes for his meals; and she had become a mere fag to a fashionable milliner, undertaking all such work as could be done at her own residence, often sitting up half the night, and yet earning the merest trifle. Then she had also to look after her husband and child, for they could not afford to keep a regular attendant. Several articles of her husband's dress and her own, and almost all that belonged to the child, she often washed at night with her own hands.

As if these unfortunate people were not sufficiently afflicted already—as if any additional ingredient in their cup of sorrow were requisite—symptoms of a more grievous calamity than had yet befallen poor Elliott began to exhibit them-

selves in him. His severe and incessant application by day and night, coupled with the perpetual agitation and excitement of his nervous system, began to tell upon his eyesight. I found him, on one of my morning visits, laboring under great excitement, and on questioning him I feared he had but too good reason for his alarm, as he described, with fearful distinctness, certain sensations and appearances which infallibly betokened, in my opinion, after examining his eyes, the presence of incipient amaurosis in both eyes. He spoke of deep-seated pains in the orbits; perpetual sparkles and flashes of light; peculiar haloes seen around the candle; dimness of sight; and several other symptoms, which I found, on inquiry, had been for some time in existence, but he had never thought of noticing them till they forced themselves upon his startled attention.

"Oh, my God!" he exclaimed, clasping his hands and looking upward, "spare my sight! O, spare my sight, or what will become of me? Beggary seems to be my lot, but blindness to be added!" He paused, and looked the image of despair.

"Undoubtedly I should deceive you, Mr. Elliott," said I, after making several further inquiries, "if I were to say that there was no danger in your case. Unfortunately, there does exist ground for apprehending that, unless you abstain, and in a great measure, from so severely taxing your eyesight as you have of late, you will run the risk of permanently injuring it."

"Oh, doctor! it is easy to talk," he exclaimed, with involuntary bitterness, "of my ceasing to use, and save my sight; but how am I to do it? How am I to live? Tell me that! Will money drop from the skies into my lap, or bread into the mouths of my poor wife and child? What is to become us? Merciful God! and just at this time, too, my wife pregnant!"—I thanked God she was not present—"our last penny almost slipping from our hands; and I, who should be the stay and support of my family, becoming blind. Oh, God! oh, God! what frightful crimes have I committed to be punished thus? Would I had been transported or hanged," he added suddenly, "when the old ruffian threw me into Newgate. But"—he turned ghastly pale—"if I were to die now, what good could it do?" At that moment the slow, heavy, wearied step of his wife was heard upon the stairs, and her entrance put an end to her husband's exclamations. I entreated him to intermit, at least for a time, his attentions to business, and prescribed some active remedies, and he promised to obey my instructions. Mrs. Elliott sat beside me with a sad, exhausted air, which touched me almost to tears. What a situation, what a prospect was hers! How was she to prepare for her coming confinement? How procure the most ordinary comforts, the necessary attendance? Deprived as her husband and child must be, for a time, of her affectionate and vigilant attentions, what was to become of them! Who supply her place? Her countenance too plainly showed that all these dreadful topics constantly agitated her mind.

(TO BE CONTINUED.)

♣ A strong lazy fellow who preferred begging to work, called on a gentlemen and asked for cold victuals and old clothes.

The gentleman asked him what he did for a living.

"Not much," said the fellow "except traveling."

"Well, then," said the gentleman coolly opening the door, "let us see you travel."

**We were Boys Together.**

We were boys together,  
And never can forget  
The school house near the heather,  
In childhood where we met;  
The humble home to memory dear,  
Its sorrows and its joys,  
Where woke the transient smile or tear,  
When you and I were boys.

We were youths together,  
And castles built in air,  
Your heart was like a feather,  
And mine weighed down with care;  
To you came wealth and manhood's prime,  
To me it brought alloys—  
Foreshadowed in the primrose time,  
When you and I were boys.

We're old men together—  
The friends we loved of yore,  
With leaves of autumn weather,  
Are gone for evermore.  
How blest to age the impulse given.  
The hope time ne'er destroys—  
Which led our thoughts from earth to heaven.  
When you and I were boys!

**Instinct of the Ant.**

A gentleman at Cambridge one day remarked an ant dragging along what with respect to its strength, might have been denominated a piece of timber. Others were severally employed, each in its own way. Presently this little creature came to an ascent, where the weight of the wood seemed to overpower him. He did not remain long perplexed with it; for two or three others, observing his dilemma, came behind and pushed it up. As soon, however, as he had got it on level ground, they left it to his care, and went to their own work. The piece he was drawing happened to be considerably thicker at one end than the other. This soon threw the poor fellow into fresh difficulty, he unluckily, dragged it between two pieces of wood. After several fruitless efforts, finding that it would not go through, he adopted the only mode that a reasoning being, in similar circumstances, could have taken; he became behind it, pulled it back again, and turned it on its edge, when running again to the other end, it passed through without difficulty.

**Anglo Saxon Words.**

It is stated in a late work on the English language, that in the simple specimens of our language, and in common colloquial intercourse, it is computed that the average of Anglo Saxon words, compared with those of foreign origin, is as 15 to 5. Dr. Hicks has observed, that of 58 words of which the Lord's Prayer consists, 55 are derived from the Anglo Saxon. In the opening of the Gospel of St. John, the proportion is perhaps greater; and in the first sentence of Paradise Lost, out of 41 consecutive words, there are but seven not of Saxon origin.

The monosyllabic character of our mother tongue is somewhat remarkable. In naming the parts of the human body, the Latin employs 70 syllables where the English use but 29; thus head, *caput*; skull, *cranium*; hand, *manus*; ear, *auris*; tongue, *lingua*, etc. This feature of our language is admirable for poetic expression.

**Coating Iron with Glass.**

From the great tendency to oxidation, and the consequent decay which iron in every shape, of rolled or wrought manufacture has inherent in its nature, it has ever been the practice to cover it with an artificial coat, to preserve it from the destructive effects of the elements, and within comparatively few years past, many plans have been adopted for this purpose. Various pigments, and zinc, enameled for culinary utensils, and numerous other appliances, have been laid before the public, each, perhaps, good in its own way, but neither of them applicable as a universal coating for iron under all circumstances, or which will be found sufficiently economical in numerous cases.

At the soiree of the President of the Institution of Civil Engineers, last week, some specimens of iron manufacture were exhibited coated with glass, from the Smethwick Iron works of Messrs. Selby & Jones, near Birmingham, and which would appear to be the very desideratum so long sought for. There were three ornamental dinner plates, three pieces of iron tube, a frying pan, piece of corrugated iron roof, all covered with a clear transparent glass, and which were viewed with much admiration by the visitors. In the process of coating plates, corrugated or plain roofing, tiles, tubing, of all kinds and dimensions, frying pans, gridirons, saucepans, kettles, cauldrons, or boilers, in lieu of coppers, and a host of other implements, domestic, agricultural, and manufacturing; the article is first thoroughly cleansed in an acid solution, to free it from every particle of grease similar to the preparation for tinning, zincing, etc. It is then covered with a glutinous preparation, over which is laid a coat of glass, ground to a fine powder.

The article is then introduced into a furnace of peculiar construction and sufficient temperature, in which the glass is fused, and the intermediate glutinous matter evaporated, the glass fills the external pores of the metal, and becomes firmly united to it, and in answer to our inquiries, we were informed that as the manipulation became facilitated by practice, it was probable that the cost of a glass-coated iron material, of these common kinds, would be but a mere nominal trifle more than the plain articles themselves.

With respect to the ornamental articles, they of course involve some little more complexity, but bid fair to open a field of design and novelty of much interest. We were shown some ornamental dinner plates of the same material, each of which was four ounces lighter than an earthen ware plate of the best construction, size for size. The foliage and designs are in relief, and are executed by a kind of stencilling; one color being put on, it is transferred to the kiln and fixed; then, when cold, another color is added, again fixed, and withdrawn, and so on until the design is complete. From the inspection afforded us, we have no doubt whatever that, as by practice the colors become improved, and full command

over their application be obtained, this really elegant invention will be applied to numerous purposes at present scarce thought of. To wash-stands and toilet furniture it would be most applicable, as also for side boards, chiffoniers, door plates, and panels, fire grate ornaments, and to numerous other purposes in decorative buildings and architecture. For plates for the names of streets it would be almost indestructible, and might be brought into use with much effect for shop front architecture. We were shown, among other specimens, a small door panel, with a bunch of foliage in the center, surrounded with an arabesque border, to represent gold, which had a very pleasing effect. The invention is another step onward in the progress of art and science, and is of much interest.—*Morning Journal*.

**Emotions on the Battle Field.**

"I shall never forget," said Captain B., "my first sight of blood, shed in the field of battle, and my first sensation upon taking a part in it. I was a raw recruit, and had never thought seriously of the dangers or duties of a fight, until I was really in one. Our regiment was in Spain, and I joined it just in time to join the ranks, shoulder my musket, and see how fields were won." My friend W., who accompanied me, was by my side, and we eyed one another askance and in silence. He looked a shade paler than usual, from extreme consciousness of his situation and inexperience. I thought I felt a slight vibration of his shoulder as it touched mine. I like to repeat this, for a braver man than W. never lived, and I could not prevent a tremor, scarcely perceptible, but still a nervous tremor, which slightly shook my own frame, and I knew that I was ashy pale. The old soldiers were all calm, settled in aspect, "fixed" and cold as their bayonets. I was struck by the absence of all bustle around me. There was less noise and confusion of cannon and musketry than I expected to hear. As we advanced, I could discern the enemy in the distance; we were about to charge. I could distinguish faint noises of encouragement in the French ranks, while our officers were constantly saying, "steady men!—shoulder to shoulder." As we neared our foes, my heart smote my ribs. I looked at W. and muttered, "Mind, we stand by one another." He answered, "Yes!" and we continued to advance. The features of the Frenchmen were now to be distinguished. Suddenly they ceased to advance, and a bright flame ran along their line, succeeded by a volley. I halted a second, so did every man, as from an instinctive sense of danger. In that second, my left mate fell flat on his back, but I did not see any blood. There was a slight disturbance in our line, but the reiterated command—"Steady, my lads, steady!" kept our senses about us. A rattling fire now came from our foes, and when we arrived to within twenty yards of them, the word was given to "Fire!" when such a cheer



broke forth as I have heard since, but never before. "Charge!" shouted voices in our rear, and on we dashed. The collision was but momentary; before our steel touched theirs they were beaten. Their line seemed to dissolve with a sudden clash, and behind them stood another prepared to receive us. Upon them we fell, pell mell; a bayonet pricked my shoulder, and my own pierced another man's heart; another was aimed at me by a Frenchman, who was felled in the act by the butt end of a musket—it was W's., who now blood red, and shouting with the rest, exclaimed—"there they go! there they go!"

#### Doing a Dandy.

As the cars were about leaving a village in the interior of Massachusetts, not long since, a rather verdant looking specimen of humanity in the form of a tall Vermonter, was seen making large tracks for the depot, which he reached just in time to jump aboard the train as it departed. After standing a moment drawing breath, which he had lost in the race, Jonathan walked boldly into one of the cars containing some twenty or thirty passengers, and pushing on, with long ungainly strides, seated himself by the stove, and taking a long stare at the passengers, commenced warming himself.

Among the passengers in the car, was a young man belonging to that class generally known as "city dandies." His person was small and thin, yet he was dressed in the extreme of city fashion; his upper lip, as was a portion of his face, was covered with a growth of sandy-colored hair, while a stiffly starched collar reached nearly to the top of his head. Indeed he had a most exquisite air, and whenever he spake, his words were peculiarly mincing.

The dandy sat looking listlessly out of the window as Jonathan entered the car. Turning round, and observing the character of the intruder, he seemed convinced that there was a rare opportunity for fun, which he determined not to let pass, and Jonathan soon found himself the subject of the dandy's wit. But he bore calmly the taunts and jeers of the dandy, and seemed, in fact, unconscious of what was going on, until the latter had nearly exhausted his fountain of blackguardism; Jonathan for the first time looked toward the seat occupied by the dandy. As his eyes fell on that personage, he looked surprised, his face grew radiant, and relaxing his bronze features into a sort of grin, he arose and strode across the car toward him.

"Wal, I swow!" commenced the Vermonter, as he grasped the dandy's skinny hand within his own, and gave it a tremendous squeeze,—"*who'd a thought it! didn't hardly know you at first. I say, old fellow, how dye du? I'm raily glad to see ye!*"

Here a shriek from the dandy, followed by a volley of curses, as he drew his now almost crushed hand from his grasp, caused Jonathan to

halt suddenly in his exclamations, and he commenced apologising for his rudeness.

"I swow, I didn't mean to hurt your hand, but it does seems good to meet old 'quaintances, 'specially 'mongst strangers; perhaps though, you don't remember me, but I do you, and that's just as well."

"What do you mean, you impudent pup?" exclaimed the dandy, his shallow face crimsoned with anger.

"Oh, Mister, there's no use in flashing up; you can't deny it."

"Deny what?" exclaimed the dandy emphatically.

"I say, Mister," continued Jonathan, not heeding the interruption and with a knowing wink of the eye, "how long is it since you got out?"

"Do you mean to insult a gentleman?" shouted the dandy, springing from his seat.

"Be quiet, friend," said Jonathan, and then continued, "didn't they use you well there—didn't give you good fodder, eh? or wan't your cage large enough?"

"Begone you scoundrel!" shouted the dandy huskily.

"I say, Mister, have you got that *ring* off your neck yet? continued Jonathan, seizing hold of the stiffly starched collar of the other, and pulling it back to examine his neck, with such force as to start it from its foundation, and cause it to hang by one corner down the dandy's back.

This was too much; the dandy could not endure it; pale and trembling with anger, he attempted to speak, but words failed him.

"Look 'ere, friends," said Jonathan, addressing the amazed passengers, while he took the dandy by the arm and turning him round two or three times, so as to expose him to their view, "perhaps you don't know it; but *this is the very same Orang Outang that was exhibited at the menagerie that came up to Vermont a spell ago!*"

The roars of laughter that rang through the cars at this announcement were really alarming, every one was seized with convulsions, and the conductor startled by the universal noise, rushed in to see what was the matter. The train stopped at this moment at a way station, and the last that was seen of the crest fallen dandy he was clearing the train, muttering curses too fearful to repeat.

"Dr. Parr," said a young student once to the old linguist, "let's you and I write a book." "Very well," replied the doctor; "put in all that I know, and all that you don't know, and we'll make a big one."

An Irishman, considerably bewildered, coming home from a convivial meeting, and seeing the houses and everything else going round in a queer manner, concluded that the quickest way to get home, was to "stand still till his own door passed him, and then make a dive for it!"

#### School Arrangements.

BY WM. F. PHELPS.

"Order is Heaven's first law." In no department of human life is the necessity for the observance of this law more apparent than in that of education. Called to work upon imperishable material—to make upon it impressions as lasting as that material itself—to develop in harmonious beauty all those powers which find their sublime center in the human organism, the teacher is bound by every consideration that can render his profession sacred and responsible, to adopt and properly to use those means which will secure in the highest degree the accomplishment of the great end in view.

He should, therefore, first ask himself, "What is the true nature of the work given me to do?" Unless this question is fully settled in his mind—unless he has clear conceptions of the real object of education, he is as totally unfit for the duties of his calling as would be that pretended builder who never had even seen a house, and who yet expected to bring forth from the shapeless mass of materials committed to him an edifice symmetrical and beautiful, and made meet for its master's use.

Again, unless this question is thoroughly understood, although he may possess a knowledge of the means to be adopted, yet he will be unable properly to use those means, and hence his teachings will be but as "sounding brass and a tinkling cymbal"—will tend to pervert rather than to cultivate the powers confided to him, as "clay in the hands of the potter, to mold and shape at will." Let, then, the conscientious teacher first understand the nature of his great work.

Secondly. He must inquire what are the best means for the accomplishment of this work, and how shall those means be directed? After answering satisfactorily the first question, the solution of the second can neither be dubious or difficult, if his own mind has received that careful cultivation so indispensable for all who aspire to his high office. He understands already that the true means for educating, *developing* the powers of the human being, are those which secure their judicious and vigorous use; that to train the mind, its faculties must be properly directed to the pursuit of knowledge. But how are they to be properly directed to such pursuit? It is answered, in the first place, that they must be understandingly directed, or, to repeat a proposition which can not be too often reiterated, nothing should be learned that is not thoroughly understood. This is the first condition of judicious use.

The second is, that they should not be too long exercised; and the third, that they should be systematically or regularly exercised. These principles can not be too thoroughly engraved upon the mind and heart of the teacher, neither can they be too truly and faithfully exemplified in his daily practice. They constitute the only true

foundation upon which can be built all those arrangements that are to facilitate the proper exercise of the intellectual and moral powers of the young, in our schools.

Composed, as these schools are, of a great number and variety of individuals, all of whom are to be wrought upon by the skilful hand of the instructor, how necessary does it become that his labors be well and systematically planned. With a true conception of the nature, magnitude and responsibility of the duties that attach themselves to his profession—with his pupils properly classified, and his school in all other respects organized, he applies himself to the construction of a programme, which shall be adapted to his circumstances, and to the nature of the object to which all his labors are tending.

But upon what principles should a programme of school exercises be constructed? for principles there are which regulate, or should regulate, this important matter. It is not to be a mere work of fancy, or chance, or convenience simply. It is one of necessity—one which results from the very nature of the employment in which the scientific teacher is engaged. We repeat, a programme, to be right, must be founded in nature.

The considerations that must guide us in this matter are the following:

1st. That it must be so arranged as to secure a sufficient time, and a regular time for the vigorous exercise of the faculties of the mind.

2d. So as to secure alternate periods of recitation and repose.

3d. So as to secure attention to all those departments of knowledge which the pupil may be pursuing, provided they be such as he is qualified to pursue.

4th. It must be constructed with reference to the number and character of the classes to be taught, and the length of time to be devoted to the instruction of the school.

Finally. It must be so constructed as to dispense the greatest amount of good to the greatest number of pupils.

Another idea it may not be amiss in this place to mention, viz., that some exercises are, from their very nature, better adapted to certain hours of the day than others. For instance, in the morning, when all are fresh and vigorous, such an exercise as reading and even spelling would come more appropriately than during the latter part of the day, as is frequently the case, when the pupil is weary, inattentive and restless. Such recitations as in themselves require or command attention should take place during the later hours of each session. By choosing the less interesting branches of instruction in the morning, attention to them is more easily enlisted, for at that hour it requires, on the part of the pupil, less effort to control it.

#### The Gulf Stream.

At the meeting of the Scientific Association, at

Charleston, Lieut. Maury read a very interesting paper on the "Gulf Stream." In it he described the difference between New York harbor, and that of Charleston, in a commercial point of view, to be owing to a discovery made by Dr. Franklin, of the increased temperature of the Gulf Stream, over the adjacent waters.

Formerly, before the influence of the Gulf Stream was known, vessels leaving England were accustomed to go far South to take the trade winds on the coast of Africa, so as to bring them direct to Charleston on the route home. In fact, at that time, Charleston was the half-way house between Liverpool and New York. Vessels in the winter-attempting to enter New York, frequently got covered with ice, and put back to Charleston or the West Indies, to thaw, and remain until spring. Now, when such a case occurs, the vessel, instead of retreating to a Southern latitude, puts back into the Gulf Stream, where the increased temperature of the water so far loosens her icy covering, as to permit a safe and comfortable continuation of the voyage to New York. From the examination of numerous log-books, kept by vessels sailing between New York and the West Indies one hundred years ago, Lieut. Maury had ascertained that the average rate of sailing with a good breeze did not exceed one mile per hour, since action of currents were so powerful and so little known, that the vessels were considerably carried backward.

At the period referred to, shipmasters never knew their longitude within five or ten degrees, and after the discovery of the Gulf Stream, it was proposed to ascertain, in part, the position of the vessels from the temperature of the water. In 1815, the first regular line of packets between the United States and England, was established by Jeremiah Thompson of New York. It was proposed to start regularly from both sides of the Atlantic once a month, and vessels of 300 tons were built for the service.

The success of this plan was regarded by many as extremely problematical, yet the undertaking so far succeeded that, at the expiration of three years, a ship of 500 tons was added to the line. The trade was, however, insufficient to support so large a tonnage, and the vessel was withdrawn. Now, said Lieut. Maury, we are building vessels of 2000 tons.

Lieut. Maury considered that the opening of a ship canal across the Isthmus of Panama, would effect as great a revolution in commerce as the world had yet witnessed.

#### New and Important Discovery in the Manufacture of Iron.

The *Pittsburg Post* has a letter giving an account of a discovery made by a young man by the name of Adams, the Assistant Manager of the Brady's Bend Iron Works, in Clarion county, in the manufacture of railroad and merchant bars from Coke metal. By the old method the rails

were made with charcoal pig; and would crack very much and break with one or two blows. By Adams' process iron can be made from eight to ten dollars per ton lower, and of superior quality. The process is not mentioned, but the quality of the iron produced is spoken of. The writer of the letter was shown a rail that had been put to the severest test, by putting it, while hot into cold water; after which they tried to break it with a sledge hammer weighing 80 pounds. Forty blows were given by six men alternately, and they could not even crack it. The charcoal iron of the company costs from 18 to 22 dollars per ton, their "Coke metal" costs only from 9 to 11 dollars per ton.

#### The first Sabbath School on the Five Points.

##### A SCENE INDESCRIBABLE!

Obstacles seemed to vanish. A room was found, on the corner of Little Water street, some 30 feet by 40, thoroughly cleaned and seated, and thus made capable of accommodating about 200 persons. The first Sabbath it was filled. By whom? By what? A friend who witnessed it described it to me "as a more vivid representation of hell, than she had ever imagined." Neglected childhood, hardened, reckless maturity, degraded spirits encased in filth and rags. But, through the power of grace, there were those there who had moral and physical nerve sufficient to bear the sight and sound. They sang, and prayed, and exhorted, explained their motives and designs, and urged the importance of cleanliness upon their wretched listeners.

The most astonishing order prevailed—much feeling was manifested—tears and sobs were visible, and murmured resolutions audible. We doubt not that a new era dawned on many, and a ray of hope was thrown athwart the pathway of some who long been enveloped in the cloud of deep despair. The first Sabbath closed, but it left many memories and joyful anticipations to devoted christian hearers. In view of facts like these, the New York Ladies' Home Missionary Society, call earnestly for the sympathy, the prayers of our entire church. Our Missionary's daily walks lead him amid misery of every kind. He cannot, in many instances reach the soul, until he has relieved the suffering body. We want clothing from benevolent societies, money from the rich and philanthropic. We want teachers mature in years and experience, visitors to encourage us by kindly aid and sympathies. We plead for this mission on every ground. It is a Home Mission, for it is here—but it is like a Foreign Mission, for it is peculiarly among the heathen. They are ignorant, and will perish for lack of knowledge.

☞ A Worcester dairyman was awakened by a wag at midnight, with the announcement that his cow was choking. He forthwith jumped up to save the life of poor Crummine, when lo! he found a turnip stuck in the spout of the pump



## MATHEMATICAL DEPARTMENT.

## SOLUTIONS.

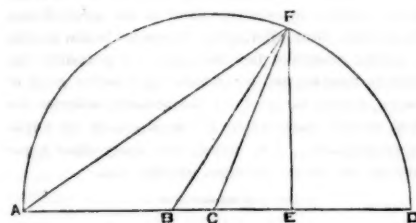
Solutions to the Questions in the November Number.

QUEST. 1st.—By D. JAMIESON. Three agents, A, B, C, are at work together, and B undoes  $\frac{2}{3}$  of what A and C do in a given time: find in what time a work which A and C can do by themselves, in 1 and 2 hours respectively, will be completed when the three are employed together.

SOLUTION.—By THOMAS J. CELLAR. If C does the work in 2 hours, he can do the half of it in 1 hour; hence A and C together can do  $\frac{3}{2}$  of the work in 1 hour. But B undoes  $\frac{2}{3}$  of  $\frac{3}{2}$  =  $\frac{1}{1}$  of the work in 1 hour. Hence the whole effect of the three in 1 hour is  $\frac{3}{2} - \frac{1}{1} = \frac{1}{2}$  of the work. Hence, the whole time required, will be as many hours as  $\frac{1}{2}$  are contained times in 1 hour; that is, 1 divided by  $\frac{1}{2}$  equals  $1\frac{1}{2}$  hours, or 1 hour and 40 minutes.

QUEST. 2nd.—By P. CARDAN. At three stations in the same straight line with the foot of a tower, the angles of elevation are such, that the first is double, and the second the complement of the third; also, the distance of the first and second stations is 27, and the distance of the second and third 100 yards: required the height of the tower.

SOLUTION.—By JOHN BRINKINHOFF. Draw an indefinite line, on which take AB = 100, the distance between the second and third stations, and BC = 27, the distance between the first and the



second stations. From C, with a radius equal to CA, describe the semi-circle AFD. Bisect BD in E, and at the point E erect the perpendicular EF, cutting the semi-circle in F. EF is the required height.

DEMONSTRATION.—Join FA, FB, FC and FD\*; the angle FCD is double the angle FAD standing on the same arc (Euc. 20.3, Leg. 3.18;) the angle AFD is a right angle, being an angle in a semi-circle (Euc. 31.3, Leg. 3.18;) and FDB is the complement of FAD. Since BE equals ED, and EF is common to the two triangles FEB and FED, and the angle FEB equal to FED, therefore FBD equals FDB, which is the complement of FAD.

CALCULATION.—BD = BC + CD = 27 + 127 = 154. BE =  $\frac{1}{2}$  BD = 77, and CE = BE — BC = 77 — 27 = 50. EF =  $\sqrt{FC^2 - CE^2}$  =

\* This line has been omitted in the engraving. It may be readily supplied by the reader.

$$\sqrt{(127)^2 - (50)^2} = \sqrt{13629} = 116.74 \text{ yards.}$$

Answer.

ACKNOWLEDGMENTS.—Question 1st was solved by A. P. MASON, C. JOHNSON, P. CARDAN, and the PROPOSER. Question 2nd was solved by the PROPOSER, and by Dr. JOEL E. HENDRICKS, R. W. MCFARLAND, D. JAMIESON and WM. FERREL. All the solutions were different from each other, and though evincing much mathematical skill, are less simple than the solution of Mr. BRINKINHOFF.

## QUESTIONS.

QUESTION 1st.—By SOLOMON WRIGHT. Given  $x^5 + x^2 \sqrt{x} = 1056$ , to find  $x$  by a quadratic.

QUESTION 2nd.—By WILLIAM FERREL. On a horizontal plane, at the three angles of an equilateral triangle, each of whose sides is 500 yards, the angles of elevation of a certain object are respectively  $40^\circ$ ,  $50^\circ$ , and  $60^\circ$ . Required the height of the object.

Solutions to these questions should be forwarded so as to reach Cincinnati not later than February 15th.

## ABSTRACT OF THE METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati.

Lat.  $39^\circ 6$  minutes N.; Long.  $84^\circ 27$  minutes W.  
150 feet above low water mark in the Ohio.

By JOSEPH RAY, M. D.

November, 1850.

| Day of M. | Fahrenheit's Therm'ter |      |      | Barom. | Wind. |       |       | Weather | Clearness | Rain |
|-----------|------------------------|------|------|--------|-------|-------|-------|---------|-----------|------|
|           | Min.                   | Max. | Mean |        | A. M. | P. M. | Force |         |           |      |
| 1         | 50                     | 70   | 57.7 | 29.329 | s w   | s w   | 2     | fair    | 5         |      |
| 2         | 44                     | 76   | 60.7 | 29.413 | s w   | west  | 2     | var'ble | 5         | .08  |
| 3         | 52                     | 70   | 59.4 | 29.520 | west  | west  | 1     | fair    | 6         |      |
| 4         | 49                     | 77   | 61.5 | 29.446 | west  | west  | 1     | fair    | 9         |      |
| 5         | 50                     | 77   | 64.2 | 29.334 | west  | west  | 1     | fair    | 9         |      |
| 6         | 45                     | 61   | 48.8 | 29.544 | n w   | north | 2     | cloudy  | 0         |      |
| 7         | 38                     | 51   | 42.3 | 29.587 | north | north | 2     | var'ble | 3         | .05  |
| 8         | 36                     | 52   | 40.7 | 29.528 | s w   | s w   | 1     | clear   | 10        |      |
| 9         | 30                     | 60   | 47.3 | 29.562 | s w   | s w   | 1     | fair    | 8         |      |
| 10        | 42                     | 54   | 48.7 | 29.493 | s w   | s w   | 1     | var'ble | 1         | .02  |
| 11        | 41                     | 47   | 45.3 | 29.231 | west  | west  | 1     | cloudy  | 0         | .18  |
| 12        | 41                     | 58   | 46.0 | 29.307 | n w   | n w   | 1     | fair    | 6         |      |
| 13        | 34                     | 53   | 42.7 | 29.416 | n w   | n w   | 1     | var'ble | 5         |      |
| 14        | 34                     | 62   | 48.2 | 29.357 | west  | west  | 1     | var'ble | 5         |      |
| 15        | 35                     | 54   | 42.0 | 29.277 | s w   | west  | 1     | fair    | 1         | .10  |
| 16        | 31                     | 35   | 33.0 | 29.276 | n w   | n w   | 1     | var'ble | 1         |      |
| 17        | 28                     | 37   | 31.3 | 29.291 | n w   | n w   | 1     | var'ble | 5         |      |
| 18        | 27                     | 48   | 37.8 | 29.244 | west  | west  | 1     | clear   | 10        |      |
| 19        | 32                     | 48   | 36.8 | 29.275 | north | north | 1     | var'ble | 4         |      |
| 20        | 25                     | 46   | 34.3 | 29.235 | west  | west  | 1     | fair    | 6         |      |
| 21        | 25                     | 44   | 33.8 | 29.345 | north | north | 1     | clear   | 10        |      |
| 22        | 32                     | 40   | 36.2 | 29.185 | east  | east  | 1     | cloudy  | 0         | .13  |
| 23        | 35                     | 38   | 36.0 | 29.454 | north | north | 1     | cloudy  | 0         |      |
| 24        | 33                     | 53   | 42.8 | 29.275 | west  | west  | 2     | fair    | 6         |      |
| 25        | 42                     | 65   | 57.5 | 29.079 | s w   | s w   | 3     | var'ble | 2         |      |
| 26        | 57                     | 62   | 59.7 | 29.156 | s w   | s w   | 2     | cloudy  | 0         | 1.04 |
| 27        | 57                     | 68   | 63.2 | 29.157 | s w   | s w   | 2     | var'ble | 1         | .94  |
| 28        | 47                     | 67   | 54.3 | 29.056 | s w   | west  | 1     | var'ble | 4         |      |
| 29        | 34                     | 50   | 38.7 | 29.257 | west  | west  | 1     | fair    | 9         |      |
| 30        | 28                     | 52   | 41.3 | 29.253 | west  | west  | 1     | fair    | 9         |      |

EXPLANATION.—The first column contains the day of the month; the second, the minimum or least height of the thermometer, during the twenty-four hours, beginning with the dawn of each day; the third, the maximum of the greatest height during the same period; the fourth, the mean or average temperature of the day, reckoning from sunrise to sunrise; the fifth, the mean

height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong blow, and 5 a storm. In estimating the clearness of the sky, it denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportionate clearness. The other columns need no explanation.

## SUMMARY—

|   |              |                |
|---|--------------|----------------|
| Least height of   | Thermometer, | 25°            |
| Greatest height of  | "            | 77°            |
| Monthly range of  | "            | 52°            |
| Least daily variation of                                  | "            | 3°             |
| Greatest daily variation of                               | "            | 32°            |
| Mean temperature of month,                                |              | 46°            |
| " " at sunrise,   |              | 40°            |
| " " at 2 P. M.,   |              | 55°            |
| Coldest day, Nov. 17th.                                   |              |                |
| Mean temperature of coldest day,                          |              | 31°            |
| Warmest day, Nov. 5th.                                    |              |                |
| Mean temperature of warmest day,                          |              | 64°            |
| Minimum height of Barometer,                              |              | 28.985 inches. |
| Maximum " " "   |              | 29.645 "       |
| Range of " " "  |              | .066 "         |
| Mean " " "  |              | 29.3294 "      |
| Number of days of rain, 8.                                |              |                |
| Perpendicular depth of rain and melted snow, 2.54 inches. |              |                |
| Perpendicular depth of unmelted snow, 1.4 inches.         |              |                |

WEATHER.—Clear and fair 14 days; variable 11 days; cloudy 5 days.

WINDS.—N.  $4\frac{1}{2}$  days; E. 1 day; S. W.  $8\frac{1}{2}$  days; W.  $11\frac{1}{2}$  days; N. W.  $4\frac{1}{2}$  days.

OBSERVATIONS.—On the whole, this month has been dry and pleasant. The mean temperature is about one and a half degrees higher than the average mean temperature of the month for the last sixteen years. The quantity of rain is about two thirds of the average, but nearly the whole of it fell near the close of the month.

## AUTUMN OF 1850.

Autumn in meteorological reckoning, is the period from September 1st to December 1st—91 days. The characteristic feature of this period the present year has been the dry weather, the whole amount of rain being only 5.81 inches; while the average for the same period during the last sixteen years is 10.2 inches. The aggregate amount of rain, however, was not only much less than usual, but the greater portion of it fell in the beginning of September and near the close of November. For a period of sixty-eight days, viz: from September 18th to November 26th, there fell only one and six-tenths (1.6) inches of rain. Thus in a period nearly equal to one-fifth of the year, we had less than one-thirtieth of the annual amount of rain. The effect of this drouth has been quite manifest in empty cisterns, dry wells and the low state of the Ohio and Mississippi rivers and their tributary streams. Unless the amount of rain in December is much greater than usual, the Ohio river must continue low, which will strengthen the probability of its being frozen over during the present winter.

From the Asiatic Journal.

## A Wife Waiting for her Husband.

A HOME SCENE.

The noonday sun hath set and still she stands  
(The oft-read letter rustling in her hands,  
Gazing a-slant along the glimmering lane,  
Her prest lip breathing on the clouded pane,  
The evening shadows darken round—and—see!  
The misty lantern twinkling through the tree,  
The ponderous wagon rolls its weight along,  
Cheered by rude gladness of a rustic song,  
High in the air the swinging canvass flows,  
Brushing the twilight foliage as it goes;  
Now deep'n'g fast as an attentive ear,  
Up the green path a shadowy step draws near;  
And winds he now beneath those branches dim?  
No; other cottage faces look for him;  
And other cottage ears his steps await:  
Hark! down yon field rebounds the garden gate.  
Sadly she shuts again the parlor door,  
And through the parted shutters, on the floor,  
The palid rays of autumn moonlight fall,  
And the quick fire light flickers on the wall.  
Now, pensive in the chair she thinks awhile;  
O'er the fond parting sweetness of his smile;  
Now to the window goes, and now returns;  
And now hope dies away, and now it burns.  
In vain with book she soothes the hour of grief,  
Startled by every rustle of the leaf—  
O joyous sound!—her tearful vigil past—  
The threshold echoes now—he comes at last!

# THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL.

CINCINNATI, JANUARY 1, 1851.

## Have Americans any Educational System? (Concluded from the last number.)

We shall not find, perhaps, anywhere a more complete development of the American System than in the Public Schools of Philadelphia. There the system seems to have taken the precise form into which the educational tendencies of the age and the peculiar spirit of our governmental institutions would mold it. In them, we see the culmination of our educational struggle. In New Orleans, after ineffectual efforts for several years to make the old system answer the purposes of public education, the new one was introduced. Although at first it seemed to languish, it gradually gathered strength, and now the schools are rapidly coming up to the first rank. They have won their way to general favor, and all other means of education are fast dwindling away. In Missouri, there is something quite interesting connected with the progress of school education. The most strenuous efforts were put forth, both by private individuals and the State, to bolster up the old collegiate system. Thousands of dollars of the public money were expended, year after year, to continue in active and efficient operation its large class of seminaries of the highest grade. The fact was overlooked, that plans of education, to be of value, must include the great mass, and not be confined to that small number whom ample pecuniary means and abundant leisure time enable to spend years and money in training the intellect. The result, as a careful consideration of the intimate relation springing up between our educational schemes and our government, would have disclosed, was almost a total failure. The colleges would not live, and the people would be educated. At present, the American system is spreading with great rapidity throughout the entire State. It seemed to rise up almost spontaneously. No particular exertions were put forth to set it in operation. The want seems to have been generally felt, and by this means to have been most completely satisfied. In St. Louis, the public schools do not hold the first place in the public estimation. The reason that they do not, is probably due to the fact, that before the educational tendency of the age had fully disclosed itself, an individual of high rank as a teacher, of great energy of character, and invincible determination coupled with as liberal views of education as private interest would permit, established a private school with almost princely accommodations, and maintained it at such a high degree of excellence in mental and moral training, that the patronage of the city was given to it. To go to Wyman's school, is to take, beforehand, the strongest surety that whatever of a man exists in the boy will be fully and properly developed. There can be little doubt, however, that the time is not far distant when the public schools of St. Louis will be as the public schools of Philadelphia and Boston—supreme dictators in matters pertaining to the intellectual and moral training of the great mass.

The development of the American System is not confined any longer to the cities alone. Throughout all the northern States and large portions of the West and Northwest, including all north of the southern Virginia line, embracing no less than seventeen of the most active, thriving and wealthy of the United States, this system is showing itself most palpably and promisingly. The detached and jealous districts into which the towns, large and small, are divided, are beginning to unite again, and to consolidate their forces. They begin to see that the strongest laws are those which education enacts. They begin to take pride in providing accommodations which will invite their children to learning,

and make them dread the infamy of ignorance. The teacher, instead of being continually made to feel that his occupation is a sign manual that he is absolutely fit for nothing else, is raised in his own estimation and that of others, and has the pleasure of knowing that in the minds of the great and good his is a calling worthy of all praise, and that to be a complete teacher is greater than to be a king.

One of the strongest and most pleasing features of this system is its universality. Does our government dispense its blessings to all, without regard to rank, or sex, or condition,—so does this. The great dispenser of the riches of freedom, it opens its treasures alike to all; and the rich and the poor, the native and the foreigner, may come and take their fill. It is acknowledged to be an instrumentality designed to secure the public good, and hence is supported at the public expense. One important feature is its flexibility. Essentially a means for securing the highest benefits to the individual and to society, it is capable of assuming any particular form which shall adapt it to its end. If the prosperity of the man and the general interests of our particular form of government require the pupils to understand something of the nature of our government, without the necessity of studying the Greek of Plato's Republic, the popular will has only to announce it, and it is done. If the progress of the scientific world has disclosed a new branch of knowledge, the scholars can at once be made acquainted with it, though the subtleties of Aristotle may resist dislodgment from their ancient stand on the desk of the student. Another prominent peculiarity is the scope which it affords for the practical application to education of one of the grandest characteristics of nearly all the departments of modern toil. We mean the division of labor. To this, in a great degree, is due the wonderful facility with which modern business corporations have laid their hands upon every branch of human diligence, and bestowed upon the world the comforts and luxuries of life. Introduced into our schemes for education, it produces results almost as astonishing as the advent of the spinning jenny in the manufacture of cloth. The small, low, four-roofed despicable building into which, during three or four months of the year, dozens of shivering pupils, of all ages and attainments, are huddled together, is beginning to give way to a structure on which the eye of the wayfarer may dwell with pleasure and pride. The pupils are classified, and a teacher procured who is adapted to his duties, and chaos is reduced to order.

Another feature is the adaptation of this system to meet the wants of our republican government. Hitherto the reciprocal influence of our education and our system of government has been too much overlooked. It is not too much to say that if the blessings of the free institutions we now enjoy are ever perpetuated, it will be by the influence of our educational systems. The studies of our youth press with startling rapidity upon the performance of our political duties as men. To meet the wants of people who make the laws they obey, this system has sprung up, nor will it go down until the stately columns of the American Anthroparchy have mingled in despairing confusion with the similar remains of Greece and Rome.

### Cincinnati High School.

We mentioned, in the last number of our paper, that a plan had been proposed for uniting the Woodward, Hughes, and Common School Funds for the purpose of erecting two large buildings for a Male and a Female High School. The plan has now so far progressed that the various conditions have been reduced to a legal form, and the contract has been discussed by the Board of Trustees and Visitors of the Common Schools, and passed. The written contract, as agreed to by the Board, is now in the hands of the City Council, and

awaits their action. If it pass there, it must be sent to the State Legislature, in order that an enactment may be made in accordance with which its provisions may be executed.

Whether it will receive the assent of the City Council, is still a matter of some doubt. The papers teem with discussions of the whole scheme. Some of the arguments in favor of bringing about the union are:—That the Common School Fund of the city would be increased by a capital of \$260,000; That the High Schools so much needed can be immediately obtained; That free accommodations can be afforded to a larger number of students than would otherwise be the case; That if the amalgamation does not take place, the citizens, already heavily taxed, will probably refuse to vote a sum sufficient to erect a Central School building suitable to the wants of the school system. Some of the arguments upon the other side are:—That by the conditions of the contract, the High School to be established would be severed from the Common School system, and no longer form its head; That the lot proposed for one of the edifices is in a corner and distant from a central position; That it would be detrimental to the Common Schools to admit into the High School the pupils of Private Schools who had not passed through the Common Schools; That the sudden expansion of the two Schools from two hundred and thirty to eight hundred or a thousand would be a dangerous experiment; That the city would not gain in a pecuniary point of view, for her portion of the expenses would be sufficient to erect accommodations enough for her wants; That the Board have no right to alienate any portion of the funds under their control, by giving them to another control beside their own; That the male and female departments should be kept together as at present, which will probably not be the case if the amalgamation takes place; That such eleemosynary trusts always injure a cause like that of education, etc., etc.; That the effect on the Common School system of this city would be disastrous, for the system, as at present organized, requires individuals desirous of sending their children to the High School, to do so by sending them to the other Public Schools first, thus offering an incentive to the middle and higher classes of the community to patronize the Common Schools, and by introducing a better grade of scholars, elevate the grade of the schools; whereas the united schools contemplate the admission of all pupils who are proposed. The above, and many other arguments on both sides, are urged pro and con.

### An Exercise for Keeping a School Room Still.

There is, probably, no teacher living, who has not often fervently desired some means which should enable him to maintain his school room in a quiet, orderly, industrious state. To secure this great end, schemes various in principle and practice have been devised, some with light penalties and some with severe ones. Reliance has been placed on brute force, and the influence of fear; on the love of approbation and the hope of reward, on a vigilant eye and the certainty of punishment. With all the expedients that ingenuity can devise, some have succeeded and some have failed most miserably. Some have seen all their most anxiously contrived plans so ruthlessly swept away by the current of animal power in their school rooms, that they have given up in despair and adopting the gentle doctrines of moral suasion, have sought no higher end than to give a feeble guidance when the flood demanded a strong control.

The following general method for securing order, diligence, good deportment, etc., etc., we have used with much success, we think, and have seen it used in other schools with the like result. We continue to use it as we have done for several years, and know of one school where it has been in constant practice for the last six years. Many schools are organized in such a way as to



make it somewhat difficult and perhaps entirely inexpedient to use it, while others may, perhaps, be benefitted by the suggestion.

Our exercises are so arranged as to give to each recitation about three quarters of an hour. At the close of each recitation, we call on all the pupils in the room, who have not transgressed any rule, to raise their hands. Those who have transgressed, they themselves being the judges, are expected to signify it by keeping their hands in their usual position. The names of those who have been delinquent are all recorded in a blank register, kept for that purpose. A glance at the pupils in the room will enable a teacher to ascertain in a single minute, all who have transgressed during the previous three quarters of an hour. The teacher may, or not, at his option, inquire of the faulty ones the nature of their transgression, and on the spot, assign demerit on the record, or an immediate penalty of a different kind. All the pupils are then permitted to spend two or three minutes in doing all needful business, such as asking questions about lessons, obtaining permission to leave the seat, or to go out, or any one of the hundred things which young pupils think absolutely necessary to be done. All this miscellaneous, disturbing business is expected to be done during these few minutes, so that the teacher may have the next period of recitation entirely to himself, without the remotest thought of being disturbed by anything except a call of absolute, unavoidable necessity. The rules in regard for which the pupils are to be thus called to an account, are of a general nature, and relate only to those prevalent, mischievous practices which every good teacher seeks to repress, and can not have a good school until they are repressed. One of these general rules prohibits whispering of all kinds; another, inattention to study; another prohibits any thing which every good scholar will disapprove, thus leaving the pupil the privilege of discriminating for himself. The rules should be few, so as not to perplex. Some object to this plan because it seems to offer a temptation for falsehood. If properly used, the objection will not apply, and it may be made a powerful means of training up a discriminating, high toned principle of moral rectitude, in a whole school room of pupils. Such a use may be made of the record as the teacher may think best. If any pupil's demerits amount to a large number, he may be admonished in private, or a note may be sent to the parent, apprising him of the ill deportment of his charge. The time consumed in making the record is trifling. The record is a faithful transcript of the disposition of the pupil.

#### Etymology No. II.

In this series of articles we intend to describe a method of instruction which may be pursued by teachers, either with or without a text-book on the subject, or in connection with any of the works which are used in our schools.

It is of primary importance for both teacher and scholar to be thoroughly acquainted with the meaning of the terms employed in etymology.

A *simple word* is a single, primitive or radical word; as *home, house*.

A *compound word* is composed of two or more separate words, either primitive or derivative; as *store-house, sober-mindedness*.

A *primitive word* is one which is not formed from any other word in our language; as *life, health*.

A *derivative word* is one which is formed from a primitive or radical by the use of prefixes or suffixes; as *lifeless, unhealthy*.

A *separable radical* is one which may be used without a prefix; as *act, press*.

An *inseparable radical* is one which is not used in the language, without a prefix or suffix: as *duce*, in the words *adduce, conduce*, etc., etc., *ject*, in the words *deject, reject*, etc.

A *prefix* is a letter or syllable placed before a radical to change or modify its signification, as *enact, repress, induce*, etc.

A *suffix* is a letter or syllable annexed to a radical to change or modify its signification; as *actor, pressure*.

A *compound prefix* or *suffix* is composed of two or more simple ones; as *re-enact, unfixedness*.

After scholars have thoroughly learned the foregoing definitions, our method has been to arrange together the prefixes of similar signification, from whatever language they may be derived, to give some two or three of their more common obvious meanings, and have them committed to memory, and their use illustrated by a number of words containing each. In our next, we design to present a specimen of the arrangement above described.

#### Phonetic Festival.

The friends of the spelling reform made a grand demonstration on the evening of thanksgiving day. Notice was given several days previous, by the press and by bills stuck up over the whole city. The company assembled at the large and beautiful hall of the Mechanic's Institute. At an early hour four or five hundred persons, of both sexes, assembled, and the exercises were opened by music from the band, and by an address from Elias Longley, Esq., president of the Phonetic Society, giving an outline of the origin and progress of the reform they were to celebrate. The following toast was then offered:

*The Roman Alphabet*—Borrowed and adopted as our own, in a past and darker period—it has achieved its mission, and must now give way to one founded on the rational and scientific principles of phonetic representation, which is alone suited to the genius of our language and age.

C. S. Mendenhall, Esq., responded somewhat pithily, and gave, as an instance of the necessity of the reform, the word *softly*, spelled by using those combinations which, in other words represent all the sounds contained in it. *S* was represented by *ps* in *psalm*, *o* by *ough* in *sought*, *f* by *ff* in *off*, *t* by *phth* phthisic, *l* by *ll* in *all*, and *y* by *eygh* in *Raleigh*, making altogether the terrific hobgoblin *psoughffphthlleigh*. After music by a quartette, the next toast was read:

*The Teachers' Profession*—Heretofore laborious and unattractive through its great devotion to the elements of education, made necessary by an imperfect and arbitrary orthography, will be elevated in its pleasures and usefulness by a phonetic system, easy of acquisition and recollection, which shall open a shorter and brighter path to the higher walks of literature and science.

H. H. Barney, Esq., Principal of the High School, responded at some length. He thought that a large share of the repugnance now shown by children to attending school was owing to our barbarous orthography, and that the reform would render what is now a task a delightful pleasure.

Two or three years are now absolutely lost in simply learning to read, which, if the proposed change were to take place, would be actually saved to every one of the millions of children now studying throughout Anglo-Saxon Christendom. This time is enough for a young man to get a fine education, or any of the liberal professions, or to go to California and make a fortune, and come back again.

The band then struck up, after which the next toast was read:

*The Pivot of Progress*—Ignorance is the source of our evils—knowledge is the fountain of all human good:—therefore let the school house supplant the poor house, and the college supersede the prison—and let no educator shrink from Language Reform.

L. A. Hine, Esq., editor of the Daily Nonpareil, responded. Mr. Hine is no floater on the sea of Reform. He said

"The Superintendent of the Philadelphia High School has reported that no graduate from that school had ever appeared in the criminal list. The Warden of the

Connecticut State prison, has reported that no liberally educated criminal has ever appeared within those gloomy walls, and of those who have been received, but eight out of one hundred had been found possessed of sufficient education to be of any service in their moral improvement. It has been reported from Harvard University, that but one of its graduates had been convicted of crime. It has been reported from Sing Sing, that of 859 convicts at that prison, but fifty had any serviceable education.

"And many facts show that it is the ignorant who are opposed to knowledge. I was told to-day by a friend from Rhode Island, that when free schools were first established there, he knew a man who refused to pay his school taxes, was imprisoned for the debt, and at his release he and his son, on signing some necessary documents, were unable to write, but had to make their marks! And in this State, when the vote was taken for or against free schools, one of the opposition ballots was found written, 'No sheul tacks!'

"Let no educator shrink from language Reform. That there is reform in this system, there can be no doubt; and every motive of interest and duty should impel us to take advantage of its utility. Our phonetic friends here have been heroes in the advocacy of their cherished system. I have seen them walking your streets with thread bare coats, and vests the date of whose fashion no tailor in these times could tell. They have labored manfully and in a good cause, and deserve the gratitude of all true lovers of progress. And I have spoken thus of them because I have been a partner in their sorrows; and now that Reform is becoming the orthodoxy of the day, I like to ruminate a moment in former scenes. Yes, I verily believe their cause is prospering; for of late I have noticed quite a change in the appearance of some of them; their dress is improved, and every thing indicates that they and their cause are coming into daylight.

"I am reminded here of an anecdote that I observed in the late election campaign. A democratic meeting had been appointed to take place in a certain village, and the company had begun to assemble, when one boy was heard to ask another,

"What's going to be done here, John?"

"Why there's to be a democratic meeting, to be sure."

"Well, what right have these men here, then?—They aint democrats, I know, *cause they'r dressed up!*"

"There Must be Something Wrong," was then sung, and the next toast was then read:

*Phonography*—"The 'much coveted' art, by which the orator's language is caught in its impassioned torrent, and fixed on paper as the image of his rich and glowing mind."

This sentiment was responded to by J. Burns, Esq., who writes phonography like a horse. He launched upon his subject most magnificently. He took his audience away up to the eleventh heaven of Reform, and did not let them come down again until the cold ham, fruit, and other eatables began to claim a little attention. He remarked that, the word *though* requires twenty-three inflections of the pen, while the word contains but two elementary sounds; then in this word the pen must do more than eleven times as much work as the organs of speech. The word *me* contains but two simple sounds, yet the pen makes nine motions, or four times the labor required to speak the word. Now, there is no use in this great disparity between the spoken words of our language, and the written signs we use to communicate them to paper. We can as legibly, and much more philosophically and truthfully represent a sound by a single touch of the pen, than by a dozen. We can represent the word *though* as legibly, and far more rapidly, by using but two simple touches of the pen, to represent the two simple sounds in the word, than by using twenty-three movements of the pen.

"Phonography is a system of writing in which each elementary sound is represented by a single touch of the pen, and no superfluous or silent letters are used. With it we write the exact pronunciation of words, with the rapidity of speech. No system of short hand ever afforded such facilities for verbatim reporting, and such is its superiority over Stenography, that the best stenographic writers have thrown aside systems of their own construction, and are now using Pitman's Phonetic Shorthand. A remarkable proof of the superiority of Phonography, is found in the fact that notwithstanding Phonography has been introduced into the United States only five or six years, yet all the reporters in Washington City, except two, are now phonographers! while the best reporters in our State legislatures and large cities, where reporting is done, are Phonographers. Many adepts in Phonography are able to write it faster than ordinary speaking, and ordinary speakers utter about 125 words per minute, while there are some Phonographers who write over 200 words in the same time. Most of the boys in the Central High School of Philadelphia, where Phonography has been taught for two years as a regular branch of instruction, are now able to follow verbatim their instructors and the lectures they attend."

"Writing by Sound" was then sung, solo and chorus. The fifth sentiment was

**True Education**—Not a painful task of mental drudgery, imposed upon the happy hours of a few juvenile prisoners, but a feast of reason and a flow of soul for all mankind.

Dr. J. R. Buchanan rose and made a few remarks, but from the lateness of the hour, declined extending them.

**Universal Education**—So long the dream of philanthropists, the realization of which can never be accomplished without simplifying the representation of our language, thereby rendering its acquisition easy and attractive.

Mr. Samuel Lewis was to respond to this sentiment, but owing to sickness, was not present.

The band then struck up, and after some lively music, the company were regaled by ample refreshments prepared for the occasion. This done, the sensible guests quietly retired to their homes, and those whose brains were not of sufficient gravity to keep their feet still, were called upon to contribute their share to the festivities by tripping the fantastic toe. A merrier group of reformers rarely cheer up the gloom of this benighted region. The small hours of the morning found them advocating the Phonetic Reform as vigorously as the most sanguine could desire.

#### ITEMS.

Our paper is unavoidably delayed this month, on account of the late hour at which we received the proceedings of the State Teachers' Association.

There are several little items of business, which should have come out in this number, but we find ourselves unable to insert them. Wait patiently, friends, until next month.

Mr. Handy, the accomplished Principal in the Twelfth District of our common schools, at the examination just previous to the Christmas vacation, received from the teachers and pupils of his house, presents to the amount of \$22. The articles were, a magnificent Bible from his fellow teachers, a splendid copy of Longfellow's Poems from the male department, and "Tupper's Proverbial Philosophy," from the female department. Mr. H. has resigned his situation in the public schools and soon enters upon other employment.

The examinations of the public schools of Cincinnati took place on Monday, Dec. 23d. The examination of the High School was continued through Monday and Tuesday morning. The afternoon was spent in singing, declamation, and the reading of compositions. The subject assigned for a large part of the essays was Arthur Plantagenet. Two poems relating

to him were read. The room was densely crowded. Of the merit of the exercises others must speak. The vacation continues until the first Monday in January, two weeks.

We have received with pleasure the Catalogue and proceedings of the Fifth Annual Ashtabula Teachers' Institute. This Institute appears to have been the largest and most interesting of any of which we have received notice. It numbered one hundred and twenty-five ladies, and sixty nine gentlemen, making in all nearly two hundred. The course of instruction embraced a thorough exposition of Mental and Written Arithmetic, Reading, Elocution, English Grammar, Anatomy and Physiology, Geography, Geology and Penmanship. Lectures were given on general subjects bearing upon education by eight different individuals, among whom were six reverend gentlemen, one physician and one lawyer. The exercises were relieved and rendered interesting by music, the reading of the Teachers' Annual, and the discussion of various resolutions of a practical educational character. The Institute is remembered by those who attended it, as the most pleasing and instructive ever held in that county. Thirteen resolutions were passed, many of which we should like to give had we room. With the 14th and last we have nothing to do.

In the October number of the Sandusky Gleaner, the organ of the Sandusky Common Schools, we see that Mr. Cowdery, the City Superintendent, expresses a continued determination to secure a greater punctuality of attendance among the schools under his charge. As one means of doing this, he publishes monthly, the number of absences and tardinesses accruing to each school during the month. We notice in the October number, that the number of exceptions to punctuality, (that is, absences and tardinesses,) in the eleven schools, ranges from 42 to 293 in each. We take the liberty of suggesting, that hereafter the reports on punctuality give the per cent. instead of the absolute number. As individuals abroad are not acquainted with the number attending each school, they can not tell whether the rate of attendance in one school be greater or less, than that of another, and furthermore, they can not make any use of such a report as a criterion by which to compare their own schools. During the last term, the absence in the female department of the Cleveland High School was five per cent., and in the male department of the Cincinnati High School, one and six-sevenths per cent. Items of this kind are of considerable value, and may be made to serve a very efficient purpose in inducing a greater degree of punctuality in different parts of the State, if they could be procured and circulated.

The Pennsylvania Teachers' Magazine, published at Pittsburg, has changed from a monthly to a semi-monthly, and has taken "The Family Monitor and Teachers' Journal," for a title. It now contains eight pages of reading matter. Editor, J. J. Buchanan. Price 50 cents per single copy; ten copies, \$4.

Mr. John Lynch, late Principal of the High School in Hartford, Trumbull county, has been appointed Principal of the Union School in Ashland at a salary of \$600.

At a late meeting of the Board of Visitors and Trustees of our Common Schools, a proposition was made by one of the members to appropriate the sum of \$50 to be equally divided among the different districts, and given to the best scholars as a reward of merit. The motion, however, was lost. We think the plan of offering premiums to pupils for excellence in deportment and scholarship, is based upon sound principles, and with judicious management would not fail to secure attainments which would otherwise be lost. It is only applying to schools the practices which in

every other department of human exertion, have met with the most eminent success. In Philadelphia, New York and Boston, the reward system is pursued.

Miss Frederika Bremer, the distinguished Swedish authoress, is at present sojourning in our city. A short time since, she paid some of the public schools a visit, for the purpose of ascertaining the method in which our population were trained for the responsible duties of a republican government. During her travels through different parts of the United States, it seems to have been her practice to make particular observations in regard to the manner in which the great subject of education is treated. While witnessing the exercises in one school, she advanced to the teacher's table, and after examining the text books carefully, looked up with an inquiring air and asked if ethics, (moral philosophy) was taught. She seemed somewhat surprised when informed that it was a little too abstruse for the generality of the pupils attending the common schools, and said that she thought the whole subject might be presented in such a manner as to be easy of comprehension to the commonest intellect. She remarked this deficiency seemed to prevail in nearly all the public schools which she had visited. She admired the order which seemed to prevail, and the industry which marked the deportment of the pupils.

We think that most individuals are disappointed at the first appearance of Miss Bremer. We were, although the disappointment soon wore away, under the magic influence of her conversation. Her admirable depiction of the substantial, domestic goodness of human nature, had caused us to clothe the author in a garb best fitted to the impersonation of a high type of domestic felicity. In stature Miss Bremer is under the medium height, and would be considered decidedly ungainly. To an unacquainted observer her countenance presents, at first sight, scarcely any thing indicative of a high and pure order of intellect. Her countenance appears very heavy and dull, though her brow is full and expansive. Her complexion is coarse, and the first impression she makes is quite unfavorable. At the first sight you think of the toad, and the next, of nothing but the jewel in its head. Her external peculiarities fade the moment her intellect begins to beam upon you, and before you have been in her company fifteen minutes, Helen of Troy would sink in comparison with her.

In the city of New York, the public schools have a public exhibition during the winter, in which specimens of penmanship, of landscape and architectural drawing, of painting, of ability in speaking, reading, singing, etc., etc., are presented for the appreciation of a general audience. The specimens are all gathered from the different schools, and properly arranged in one large school room prepared for that purpose. The preparation for this examination has been found a great stimulus to exertion during the year.

Mr. Almon Samson, a graduate of Western Reserve College, late Principal of the Union School in Delaware, has been appointed Preceptor of the male department of the Public High School of Columbus.

Mr. George W. Hall, a graduate of Oberlin College, is employed as Principal of the Union School in Delaware.

**Stealing not profitable Business.**—According to the New York police report for the quarter ending in September last, 825 burglaries and larcenies were committed in the city and county during the quarter, for participation in which, 1,030 persons were arrested. Of \$20,702 stolen, all but \$9,543 was recovered; this sum is therefore the proceeds of their business, and divided among them, gives about nine dollars each,



as the result of three months stealing! *Three dollars per month, ten cents per day*, not very profitable business, certainly!

**A Census of the Sandwich Islands**, taken in January, 1850, shows the population to be 84,165. About one-fifth of the population attend school. The common schools, 540 in number, are sustained by the Government at an expense of about \$22,000. The Royal Hawaiian Agricultural Society is to send specimens of Hawaiian produce and manufacture to the World's Fair! Thirty years ago the inhabitants of these Islands were savages, without clothing, without education, without the Bible.

The Trumbull county Institute has held three sessions of one week each, during the year: the first at Farmington, in April, was attended by 113; the second at Newton Falls in September, by 64; and the third at Hartford in October, by 120 pupils. Able and experienced instructors and lecturers were secured for each place.

The present is the great season for intellectual development in this city. The literary treats which a sojourner here can enjoy are as numerous as heart can wish. The Mercantile Library Association has opened the campaign with a commanding list of lecturers. Cassius M. Clay led off, on the "Theory of Morals," Mr. Livermore, and John P. Hale follow suit, and others whose reputation is bounded neither by the Alleghanies nor the Mississippi. The Mechanic's Institute opens upon the public in the shape of Scientific Lectures of great value. The Constitutional Convention offers a fine opportunity to take a few lessons in the art of forensic discussion. The different Medical Schools are in full operation, and judging from the number of strange young faces, with tobacco stained lips and sleepy eyes, we should say, are doing quite a fine business. Most unfortunately for discoveries in medical science, the cholera disappeared some time ago. Fairs, Christmas gatherings and New Year's preparations have set our city all agog.

We understand that an efficient teacher is wanted in the town of Mansfield, in the northern part of the State. The town has a population of four thousand. Apply to J. R. Robinson, Esq.

One male and two female teachers are wanted in the town of Franklin. Apply to J. Wilcox.

Mr. D. G. A. Davenport, the very popular Principal of the school in the Seventh District, presented something rather novel and interesting to the public a few days since. He thought, we suppose, that the art of reading was principally valuable as a social accomplishment, and that it might be a spur to his pupils to bring them before an audience, and let their parents and friends hear how well they could impress the ideas of the printed page upon the minds of hearers. As vocal music is not cultivated entirely for itself, but rather for the gratification and amusement of others, he thought, we suppose, that it might have a good influence upon the progress of his scholars to let them try their voices a little, so that others might hear and judge of their performances; so after a few days preliminary drill in reading and singing, the pupils having been informed that they were to come before an audience, the patrons and friends of the school were notified that public exercises in reading and vocal music would be held at the principal school room, at which they were invited to be present. On the day appointed, the pupils in the highest rooms of the male and female department, were assembled together. We were not present, but were informed that the house was filled to overflowing by the parents of the pupils and friends of the school. The exercises were highly interesting and the audience much gratified. Many parents were present who had never before paid the school

any thing like a formal visit. After the close the company were shown through the different apartments from the lowest to the highest. All went away highly pleased, and with the desire to come again. Mr. Davenport remarked, that during the preparations, his pupils had shown much solicitude to improve, so as to read and sing excellently, and that the public performance had been a great stimulus to exertion.

We hold up our thumb to the following, though we never before saw it in print. One dark night two students were on the point of issuing from their room for a spree. One of them had a remarkably long nose. They accordingly extinguished their lights, and the short nosed one passed out leaving the door, which by the way turned inwards, half way opened. The long nosed worthy groped along in the darkness sticking out his arms before him, to prevent stumbling against any thing. Unfortunately, as he approached the door, his hands passed on either side, and just as he thought himself about to pass out, bump came the door edge against his nose. "Confound this proboscis," cried he, clapping his hands to it, "I always thought it was pretty long, but I never knew before that it was longer than my arms!"

On the 16th ult., Amin Bey and his suite paid a visit to the Cincinnati High School. Quite a number of other visitors came in at the same time. Judge Storer presented him to the visitors and pupils, (who were all assembled in one room,) and then made some very happy remarks, stating the manner in which the school originated, and the purposes it was intended to serve, and expressed a hope that that visit would be but a premonition of the time when education should give one law and one brotherhood to the earth, and the crescent and the cross should be a mingled sign of obedience to one truth and one faith in God. The pupils then struck up "God Speed the Right." Elocutionary drills by all the boys, and exercises in declamation and singing, occupied the time for about one hour and a half. Amin Bey then desired to have the pupils questioned on some of the solid branches. Geography and Geometry were called up. The pupils were questioned on these branches, and the visitors were invited to test their knowledge in any manner they might think proper. After a little time spent in this way, Amin Bey signified a desire to propose a theorem. He accordingly stepped to the board, and drew the circumference of a circle to represent the earth, and a straight line across it to represent the equator, and between that and the poles, a figure to represent a mountain. The interpreter then announced that the problem which he wished to propose was, "Given the diameter of the earth, 8000 miles, and the height of a mountain in the latitude of fifty degrees, fifteen miles, what is the length of the circumference described by the top of the mountain, during a revolution of the earth on its axis." As the solution of the problem required a knowledge of spherical trigonometry, he was informed that the pupils, not yet having reached that branch in mathematics, would only be able to solve it, with the condition that the mountain be situated on the equator, instead of at the fiftieth degree of latitude. Several of the young ladies raised their hands, intimating their readiness to solve it, and one immediately stepped to the blackboard, and in a few moments, gave a complete solution and explanation. Several songs were sung by the pupils, and several declamations made by the young gentlemen. Toward the close of the exercises Prof. Hirzel, Supervisor of the Asylum for the Blind, from Lausanne, Switzerland, rose by invitation, and made some very valuable remarks. He spoke brokenly, but very correctly for one who has been in this country less than six months. The interview continued three quarters of an hour, and was ended by the song "Be Kind to the Loved Ones at Home."

### Review of Books.

**AMERICAN EDUCATION—ITS PRINCIPLES AND ELEMENTS;** dedicated to the Teachers of the United States. By EDWARD D. MANSFIELD, Author of the Political Grammar, etc. New York: A. S. Barnes & Co. Cincinnati: H. W. Derby & Co. 1851.

This is a work of a different character from the preceding, but equal in interest to any thing of the kind which has lately appeared; it is unquestionably the product of profound study and mature reflection; it is "suggestive of principles," and, as such, it is a book to be studied.

The Idea of a Republic; the means of perpetuating a Republican Government; the Idea of American Education; the relative importance of the different branches of study; the importance of Moral and Religious Education, and of the Education of Females: these are among the topics discussed with clearness, force and earnestness.

The volume contains 330 pages, and is beautifully executed, and its appearance does great credit to the Publishers. Though dedicated to Teachers, it should be read by every Patriot, by every Citizen.

**THE LOGIC AND UTILITY OF MATHEMATICS,** with the best Methods of Instruction explained and illustrated. By CHARLES DAVIES, LL. D. Pp. 375. New York: A. S. Barnes & Co. Cincinnati: H. W. Derby & Co.

A Treatise unlike any thing with which we are acquainted, which has preceded it. True, we have had "Higher Arithmetics," the "Philosophy of Arithmetic," and "Arithmetic for Advanced Students," but the *Philosophy of Mathematics*, (or the Logic, as here termed,) had not previously been written. The work consists of three parts: the first treats of Logic, the operations of the Mind, the sources and means of knowledge, induction, deduction, argumentation, etc.; the second, of Mathematical Science in its several branches, and the modes of teaching and illustrating each; and the third, of the Utility of Mathematics, as a means of intellectual culture, of acquiring knowledge, as furnishing those Rules of Art which render knowledge practically effective.

To say that this is a most valuable work, would but faintly express our estimate of its merits: as a sequel to the ordinary course of Mathematical study, a work of reference for those who may not have pursued a "full course," and for the practical Teacher, it is invaluable.

It is not to be expected that all will coincide with every opinion it contains, still we think none will fail to find in it a store of rich and varied treasures.

N. B.—It is our intention to review favorably none but "Books which are Books," and when a work is commended, our readers may understand us to mean just what we say.

### OHIO STATE TEACHERS' ASSOCIATION.

COLUMBUS, Wednesday, Dec. 25, 1850.

The Association met in the Senate Chamber, and was called to order by Hon. SAMUEL GALLOWAY, President.

Prayer by Rev. Dr. REYNOLDS.

On motion, J. HURTY, of Xenia, was appointed Sec. pro tem., E. D. Kingsley, the Secretary of the Association being absent. Messrs. F. J. Thomas, of Geauga, and I. Sams, of Highland, were appointed Assistant Secretaries.

The counties were then called in their regular order.

The President then read an invitation from the Superintendent of the Asylum for the Blind, inviting the members of the Association to attend a Concert, at 2 o'clock, P. M. to-day.

On motion of Dr. Lord.

A committee of five was appointed to prepare business, consisting of Dr. Lord, L. Andrews, Dr. Reynolds, M. D. Leggett, and M. F. Cowdery.

On motion, the President then addressed the Association, as follows:

LADIES AND GENTLEMEN:—I am highly gratified to see so many teachers assembled on this occasion. This is an auspicious day for such a gathering. The cause of education is now beginning to assume a more commanding position in Ohio and in the United States generally, than ever before. In the State of New York, the cause of popular

education has been most triumphantly sustained, against the most combined, resolute and corrupt opposition that ever was arrayed against it. It has been a complete victory for the system of free schools. It was an expression of the opinion of the people. Give Ohio the same opportunity, and she will express the same sentiments, and thereby operate on the Legislature to advance the cause of education. I hope this Association will lay broad and deep the foundation on which it is to build. The course it pursues will affect most powerfully the future interests of the State, and its recommendations will be felt and acted upon. The efforts of legislators will be useless, unless seconded by teachers.

The topics on which I have chosen to speak, are the dangers or faults to which teachers give way or are exposed in their avocation.

The first is the neglect of a good example. A correct personal example is by far more powerful than any precept, however often repeated, especially with children. In consequence, females exert far more influence with the young than males. Their kindness, gentleness of manner and patience, win, where the sterner and more commanding example of the other sex but repel. Any one can, on entering a school, judge of the character of a teacher, by the conduct of the scholars. Dignity of deportment commands respect, and kindness, love. How wrong, then, is it to place over the young, persons void of good manners, vicious, and ignorant of human nature.

A high union of intellectual endowments has been considered as all the qualifications necessary to form a good teacher. Is it a mistake. If a teacher have these, and is uncouth and destitute of good manners, his example can be but deleterious. Remember, that as is the teacher, so, in a great measure, will be the scholar. A little observation will convince you of this.

The second fault is, in appealing to the sensual feelings or passions of children, as a motive of action. You should not arouse their envy, jealousy or hatred. Your main object should be to neutralize those feelings.

A controversy has arisen as to the propriety of giving prizes, for the purpose of exciting emulation among children. The general and better opinion now is, to dispense with these instrumentalities, as stimulants to intellectual effort. The better feelings of human nature should be appealed to—as doing good for the sake of doing good—with a reference to future usefulness in life, and to the hopes of a glorious life hereafter. It is a question, whether the bad passions or the good feelings are most often called upon in schools. Every one has been struck with the difference that exists in them. It is owing, I apprehend, to the different sentiments being habitually called upon, to which I have referred.

A difference of opinion exists as to whether the teachings of holy writ should be allowed in schools. This principle mingled largely in the late school controversies in New York. Unless your efforts are sanctioned by the Spirit, they will be useless. All must be satisfied with this, that the Word of God contains the best and most sound moral instruction known.

The third danger or fault, is the frequent introduction of new text books, full of easy plans to acquire knowledge. I admit progress and useful improvements should be encouraged. Too frequent innovations are error. Education fifty years ago was sounder than now, and more thorough. Where are the classical scholars equal to the older graduates of Harvard or Yale? I would institute no invidious comparison between the glorious, progressive nineteenth century, and the time of the classical Addison and Steele. I appeal to all, if the past was not more substantial, if the present is more general. Judgment was more cultivated then, and imagination was better and brighter, and a purer poetical taste prevailed. Memory is now more cultivated. We generalize; the past criticised, and hence scholars educated twenty-five or thirty years ago, were sounder and more thorough than those educated now. I do not mean to speak disparagingly; but there are no royal roads to learning—no shorter cuts to Parnassus' heights. The old worn paths must be trod. In my opinion, the old plan was better. The severer discipline made better scholars. I exhort you, then, to seek out the old paths, and reject the easy and short ways. Take the examples of those who have been an honor to the world. It may be uncomplimentary to talk so, but the higher cultivation of the past is better than the general and loose cultivation of the present.

The greatest fault, however, is the want of a proper enthusiasm on the part of teachers. Under our present laws, the honorable and laudable ambition of many is curbed, and but few teachers are encouraged to make high attainments.

By means of your association you should try to elevate the standard of education. In order to teach the most common branches, a much higher knowledge than merely to know these branches, is necessary. Illustration by comparison is one of the best modes of teaching. To teach history successfully, a thorough acquaintance with it, ancient and modern, is necessary in order to compare and illustrate it successfully. So with all the sciences.

Nothing, perhaps, has done more to fill the land with poor teachers than our defective school laws. To say that a man shall merely know how to read and write in order to teach reading and writing, is folly. A wider range should be given. Besides, affable, agreeable manners, and a sound moral character should be more indispensable than the very highest literary qualifications. The teacher should

be as pure in morals as the high priest, who ministers at the altar of religion. Wickedness should not pollute nor sectarianism corrupt. The strong arm of law should preserve our common schools—these colleges of the people—from men of his character.

Education should not be for show, nor moral culture be measured by the depth of the purse.

Dr. Lord said the invitation tendered to visit the Asylum, had not yet been acted upon, and would like to hear an expression of sentiment on the subject.

Mr. Krum, of Ashtabula, thought that the time was too limited to accept of the invitation, which was certainly very polite.

On motion, the thanks of the Association were tendered to the Superintendent for his very polite invitation.

The President announced that an address would be delivered before the Association, by Hon. Mr. Mayhew, formerly State Superintendent of Common Schools in Michigan, in the First Presbyterian Church, which all are invited to attend. The Association then took a recess until two o'clock.

#### AFTERNOON SESSION.

TWO O'CLOCK, P. M.

Mr. Amey moved to adjourn till half past six this evening, to enable the members to visit the Blind Asylum; upon which motion considerable discussion ensued.

Those in favor of the adjournment thought many who had never been here before would like to visit that institution and witness the exercises.

Those who opposed the adjournment did so on the ground that there was no time to spare, however gratifying it would be. They had come very far to attend this Association, and the expenses of remaining were considerable.

The question was lost.

Dr. Lord, from the committee, reported the following resolutions:

1. That we hail with pleasure the action of the present Legislature in calling upon their Committees to revise the School system; and that we deem it their imperative duty to provide immediately for a thorough revision of the School Laws of the State.

2. That we consider it of the utmost importance that the present Legislature should, at an early day, appoint the officers required by the "Act for the appointment of a State Board of Public Instruction," passed March 22, 1850.

3. That we earnestly request the Legislature to appoint no man who is not well known as an experienced and successful teacher, as a member of that Board.

The resolutions were considered separately.

Dr. Lord hoped to hear a general expression of sentiment in regard to the different resolutions, and then proceeded to state what was contemplated by the present Legislature, in regard to the revision of the School Laws.

Prof. Rainey thought that a perfect system of School laws could not be reported this winter. A new constitution would, in all probability, be made before another year, and new laws would have to be passed. A much more perfect system would then be made.

The first resolution was adopted.

The second resolution was then read.

Mr. Williams thought there was a little incoherence between the first and second resolutions. He thought the committee of the legislature should be left free to act on the subject.

Mr. Leggett could not see the difficulty suggested. He hoped to see the Superintendents appointed immediately, that they might go among the people and prepare the way for a good law to take effect. The law of last winter was a good one and he wished to see it carried into operation.

Mr. Galloway. (Mr. Williams in the chair)—said that he was opposed to the resolution, and to the first section of the law of last winter on the subject, because the term for which the superintendent is appointed, is too short to render him efficient. Let one be appointed for, say seven years, and make him a coadjutor of the Board of Instruction. He wished to see the office made permanent; and the officer elected by the people. He had great confidence in this legislature, but he would not trust them on this subject. They could not know the wants of each district. This plan was to have the Superintendent and a Board of Instruction, each of whom should belong to a particular district, marked by geographical lines, and elected by the people of their respective districts. The man who would suit in one section of the State, would not in another.

Mr. Galloway had another objection to the plan contemplated by the committee, and made by the law of March 22, 1850. He did not wish the teachers to pay the salaries of the Superintendent or of the Board, as that law provides.

Mr. Cowdery differed from Mr. Galloway. He thought that the rotation principle of the law of last winter was the best feature in it. Each Superintendent under it, would be compelled to serve a sort of apprenticeship among the teachers of the State, and he felt safe in saying they would be much better prepared to fill the office of Superintendent than a man who should remain all of the time in Columbus.

He was a teacher by profession, and always expected to be, and would cheerfully contribute his mite to support the Board of Instruction. Those Superintendents would become acquainted with the peculiar wants of the people, and the qualifications of teachers and would be of vast benefit to both.

Mr. Cowdery continued at some length in favor of the resolution.

Mr. Hurty agreed with the gentleman last up, and hoped the resolution would pass. A motion had prevailed, that no one but a stump-speaker or demagogue, was qualified to fill the office. But in regard to those who should fill the place of Superintendent, or become members of the Board, he hoped to see men who were awake to the cause of education—who

were employed in teaching—appointed to fill those offices. He thought the principle of taxing teachers was outrageous; but rather than not have the law of last winter go into effect, would be willing to contribute much more than is now required.

The discussion was further continued by Messrs. Whitwell of Fairfield, Wright, Krum, and Andrews at great length, Knowlton, Batchelder and others.

On motion of Mr. Leggett the Association took a recess until after Mr. Mayhew's address this evening.

#### EVENING SESSION.

8½ o'clock, P. M.

At the request of the President, Mr. Williams took the chair.

Mr. Wright offered a resolution, which was adopted, that the termination of the discussion on the adoption of the second resolution, take place at 10 o'clock this evening and that speakers be restricted to ten minutes in their speeches.

The discussion was then resumed, and at 10 o'clock Mr. Barney called for the yeas and nays on the passage of said resolution.

Mr. Fairchild of Greene county, asked if the President, construed the 11th article of the constitution so as to exclude honorary members from voting.

The President. I do.

The yeas and nays were proceeded with, but the result was not announced.

The Association then adjourned until to-morrow morning at 10 o'clock.

THURSDAY, Dec. 26, 1850.

Prayer by the Rev. Dr. Anderson.

The vote was announced on the passage of the second resolution—yeas 66, nays 31. So the resolution was adopted.

The third resolution of the Committee, recommending the appointment of practical, successful teachers only, as members of the Board of Instruction, came up for discussion.

The question was debated at great length by sundry gentlemen, some for and some against the resolution.

At ten o'clock, the discussion was discontinued, it being the hour for the meeting of the Senate. After the Senate had adjourned, the discussion was resumed.

Mr. Barney offered the following as an amendment to the resolution; strike out all after the word resolved, and insert, "That we earnestly recommend to the Legislature that no man be appointed as a member to the Educational Board, who has not given an earnest of his efficiency and success as a zealous and enlightened educator."

The amendment was opposed by Mr. Leggett, and favored by Messrs. Knowlton, Wm. Findlay and Edwards.

Dr. Reynolds said that the committee would accept the amendment.

The resolution as amended by Mr. Barney was then adopted.

Mr. Hurty moved that a committee of five be appointed to nominate officers of the Association for the ensuing year. Carried.

Mr. Barney moved that when this Association adjourn, that it convene at its next semi-annual meeting at Cleveland.

Mr. Hurty moved to substitute Sandusky City. Lost.

The motion to meet in Cleveland was then adopted.

The President announced the Committee to nominate officers, as follows: Messrs. Hurty, Barney, Cowdery, Williams and Whitwell.

Mr. Morrison, of Preble, offered a resolution concerning the establishment of a Normal School in Miami University.

The resolution was referred to Mr. Morrison and Dr. Anderson, as a select committee.

Sundry resolutions of various county associations were offered recommending certain individuals as suitable to become members of the State Board of Instruction.

Several laid on the table.

Dr. Lord, from the committee on business, made a report.

On motion of Mr. Williams said report was adopted and laid on the table.

On motion of Mr. Batchelder, Rev. Mr. Newberry was requested to give his views this afternoon on the subject of reading the Bible in Schools daily.

The committee on nomination reports, the names of officers of the association for the ensuing year.

On motion of Mr. McCook, the report was adopted and the committee discharged.

Mr. Morrison reported back the following as a substitute for the resolution referred to him and Dr. Anderson:

*Resolved*, That this association have heard with great satisfaction that the Trustees of Miami University have determined upon the organization of a Normal School Department in connection with said institution.

A motion to lay the resolution on the table was lost.

Mr. Sanford of Licking offered the following as an amendment:

*Resolved*, That this association view with gratification the organization of Normal Schools in the higher Universities of the State.

The amendment was lost.

The question then turned on the adoption of the resolution of the committee, and it was carried.

Mr. Stearns offered the following resolution.

*Resolved*, That in the opinion of this Association, the interests of education in Ohio demand the establishment of a State Normal School; and that we would respectfully ask the attention of the Legislature to this subject.

The resolution was then laid on the table.

Mr. Andrews offered the following resolution, which was adopted:

*Resolved*, That the history and proceedings of the Ohio



State Teachers Association, from its commencement, be published in pamphlet form, including a list of its members, their Post Office address; also a list of its officers; and that A. D. Lord, M. D. Leggett, and J. Hurty, be a committee to see it executed.

Mr. Olney offered a resolution which was adopted, "that we extend a cordial invitation to all at home and abroad, to attend our meetings, communicate views, deliver addresses, etc. etc."

Mr. Barney moved that the Treasurer report the condition of the finances, to the Association this afternoon. Carried.

Mr. Dawley moved that a committee of three be appointed to prepare by-laws, and systematize the manner of conducting business before the Association. Carried.

Messrs. Lynch, Dawley and Stearns, were appointed said committee.

The Association then adjourned.

#### AFTERNOON SESSION.

On motion of Mr. Batchelder, the report of the committee to prepare business, was taken up.

The following is the report as adopted:

**Resolved**, That the grounds of opposition which caused the late dissensions in the State of New York, regarding the great question of Free Schools, should be carefully considered by the teachers of this State, in order that they may be prepared for any similar emergency occurring among us.

**Resolved**, That it is the duty of teachers to direct the public mind to the relations of the common school system to our social and civil organization, by means of the public press.

**Resolved**, That we consider it the duty of parents to visit frequently the schools where their children attend, as one of the best means of securing that hearty sympathy and co-operation on their part, which the best interests of our common schools demand.

**Resolved**, That the evils of truancy in schools, are of sufficient magnitude to justify an application to the State Legislature for the enactment of a penal statute to stop it.

**Resolved**, That a just education for the whole of the youth of every State, is the surest means of increasing its wealth, of establishing its power, of protecting its property, of perpetuating its liberties, of elevating its morals, and of promoting its happiness.

**Resolved**, That education can not be universal, unless it be free.

**Resolved**, That it is, therefore, the opinion of this convention, that the organic law of the State should guarantee a free and adequate education to all the youth of the State, and provide for the establishment of schools in which the same shall be communicated.

On motion of Mr. Hurty,

The Association then proceeded to the election of officers for the ensuing year, and the following gentlemen were elected:

ISAAC SAMS, of Highland, President.

VICE PRESIDENTS.—Dr. Ray, Dr. Anderson, William S. Bralton, John McKenny, M. A. Page, J. Booth, David Herron, Samuel Findley, John S. Whitwell, John B. Thompson, Thomas Corlett, G. W. Batchelder, Samuel Holliday, E. D. Kingsley, M. E. Pennington, C. W. Palmer, Joseph E. Vance, L. E. Walker, Jacob Tucker, T. M. Hill, H. E. Allen.

J. Lynch, of Ashland, Rec'd. Secretary.

P. Dawley, of Stark, Cor. Secretary.

EXECUTIVE COMMITTEE.—L. Andrews, of Stark, R. D. Humiston, of Guyahoga, D. De Wolf, of Huron, James Campbell, of Montgomery, D. Lyman, of Butler, I. W. Andrews, of Washington, C. L. Royce, of Richland.

J. Ogden, of Franklin, Treasurer.

Mr. Cowdery was elected President on the first ballot, by four majority, but declined serving. Mr. Isaac Sams, of Highland, was then elected President on the second ballot.

On motion of Mr. Rainey,

Samuel Galloway and H. H. Barney, were appointed as delegates from the State of Ohio, to the U. S. Educational Convention, which will meet at Cleveland, in August next.

On motion, the County Associations were requested to elect two delegates to the U. S. Education Convention.

Mr. Hand offered the following resolution, which was adopted:

**Resolved**, That the thanks of this Convention be returned to the Columbus, Cleveland and Cincinnati, the Little Miami, the Columbus and Xenia and to the Mad River and Lake Erie Railroad Companies for their liberal order, that members of this Convention be provided with passage to and from Columbus, by their trains for half the usual rate of fare.

Mr. Hurty offered the following resolution, which was adopted:

**Resolved**, That the thanks of this Association be tendered to the conductors of the Ohio State Journal and of the Ohio Statesman, for the interest they have evinced in having reporters on the floor, to report the proceedings of this Association.

Mr. Hand offered the following resolution which was adopted:

**Resolved**, That it is with sincere regret that we have heard of the decease of our venerable friend and fellow citizen, Albert Pickett, sen., a pioneer, and for more than a half a century, a practical educator, and active promoter of the cause of education.

Mr. Sandford offered a resolution which was adopted, that the officers of County Associations furnish to this Association and to each other, copies of the proceedings of their several meetings.

The committee to which was referred the subject of pre-

paring by-laws, and of systematizing the manner of doing business in the Association, made a report on the subject which was adopted.

Mr. Mayhew, then, at the request of members, gave his views at some length, in favor of using the Bible in common schools, as a text book of morals.

The Association adopted the following resolution:

**Resolved**, That this Association recommend to teachers to read a portion of the Holy Scriptures each day in their respective schools.

Mr. Booth moved that when this Convention adjourn, it adjourn to meet, the second and third days of July next, in the city of Cleveland—carried.

The Treasurer made the following report, which was adopted:

Amount on hand from last year, . . . . . \$30 45  
received the present year, . . . . . 51 00

Total, . . . . . \$81 45

Expenditures, . . . . . 2 45

Remaining on hand, . . . . . \$79 00

The number of males who have joined the Association during the present session, is fifty-one.

The number of females, thirteen. Whole number, 169.

Mr. H. H. Barney was then elected orator, to deliver the next annual address. Rev. S. Finley was elected as alternate.

Compensation was ordered to be made to the messenger boys who had been in attendance.

A vote of thanks was tendered to the Senate for the use of their hall, and to the Sergeant-at-Arms and his assistants, for their attentions, and to Mr. Mayhew, for his address of last evening.

After prayer by the Rev. Mr. Painter, the Association adjourned to meet in Cleveland on the second day of July next.

#### The Association.

The report of this meeting which appears in our columns, is from the Daily Ohio Statesman, whose reporter was present and recorded the proceedings. The doings, as presented, are, of course, very meager. To have a proper conception of them, it was absolutely necessary to be present. No other meeting of the Association would bear any comparison with this, in the talent which characterized the debates, or the intense excitement which those debates produced. The Senate chamber was crowded.

The interest shown on the part of delegates and outsiders, during the whole session, was flattering to the teachers of Ohio, and ominous of a rapidly increasing appreciation of the merits of this profession. The wit, eloquence, energy, power of logic, keenness of sarcasm, and skill in forensic generalship which marked the productions of the different speakers, would have done honor to bodies more legislative in purpose and longer tried in the intricacies of discussion. The report can give those not present, only a bare outline, the life is all wanting. Imagine Cromwell's old ironides plunging into the fight of Naseby, or Napoleon's body guard flinging themselves into the thickest of the melee, showering their blows, shouting and urging each other forward amid the roar of artillery on the field of Waterloo, and the skeletons of these men hung up in a doctor's room for tyros to study anatomy by, and you will get some idea of the difference between what is said and what was done at this meeting. Senators, representatives, clergymen, physicians, lawyers, teachers, and all other species of the *genus homo*, from the Hon. Mr. Galloway and Hon. Mr. Briggs of Cleveland, away down through all the intermediate grades of humanity, to the junior editor of this paper, took part in the various discussions. The main center of controversy was the second resolution. At 10 o'clock on Wednesday evening, under a special rule, it was put to vote, and decided in the affirmative; the vote standing—

YEAS.—21 female teachers,  
45 male teachers.

NAVS.—5 female teachers,  
26 male teachers.

Making 66 for, and 31 against it.

Scarcely any of the arguments *pro* or *con*, have been reported. We would venture to enumerate them, were it not that partiality for one side, might render it difficult for us to deal justly by the other.

#### Female Teachers.

That females are incomparably better teachers for young children than males, cannot admit a doubt. Their manners are more mild and gen-

tle, and hence more in consonance with the tenderness of childhood. They are endowed by nature with stronger parental impulses, and this makes the society of children delightful, and turns duty into pleasure. Their minds are less withdrawn from their employment by the active scenes of life; and they are less intent and scheming for future honors or emolument. As a class they never looked forward, as young men almost invariably do, to a period of legal emancipation from parental control, when they are to break away from the domestic circle and go abroad into the world, to build up a fortune for themselves; and hence, the sphere of hope and of effort is narrower, and the whole forces of the mind are more readily concentrated upon present duties. They are also of purer morals. In the most common and notorious vices of the age, profanity, intemperance, fraud, etc., there are twenty men to one woman; and although as life advances, the comparison grows more and more unfavorable to the male sex, yet the beginnings of vice are early, even when their developments are late; on this account, therefore, females are infinitely more fit than males to be guides and exemplars of young children. Females are beginning to be employed, to a considerable extent, in the winter schools.

#### Education and Crime.

Inspire the young with a taste for, and a thirsting after knowledge—open upon them the great fountain of intellectual pleasures, and you have prevented that mental emptiness which so commonly results in hawking after vicious indulgence. The young must and will have excitement. If they are not taught to find that healthful kind which arises from the right use of their moral and intellectual powers, they will find it in the gross and debasing passion. How mistaken that public policy, which, whatever other noble object it fosters, neglects the education of the young.

An able English writer remarks: England *saves* the expense of public schools, and the saving costs her fifty millions of dollars a year, in courts, penalties, and poor rates, not to reckon ruined hopes and broken hearts, blasted characters, and the wretchedness of tens of thousands living in shame and agony, a living death, whom free schools would have brought up to honor and happiness and a useful life. England has left the public morality to take care of itself, and the comment is heard in groans and written in blood.

"No convict," said the keeper of Connecticut State Prison, not long since, "who was liberally educated, has ever been confined in this prison, and the proportion of those who can read and write, is but eight in a hundred.

But 50 out of 850 convicts at Sing Sing, N. Y., have received any thing like an education; and no graduate of the Philadelphia High School has ever appeared on the criminal calendars.

**AN EXTRAORDINARY FACT.**—The following fact speaks volumes as to the prospects of England and the United States:

At the dedication of the Hancock School, in Boston, Mr. Mann stated as an interesting fact, that for the last ten years the expenditures of the city of Boston for schools, were equal to the whole expenditure for schools in England, by the government, for 17,000,000 of people. They had kept pace with each other from year to year

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No better evidence is needed that this is an improvement on all similar treatises, than the high commendation it has received from the many intelligent instructors who have examined it. Its merits are rapidly gaining for it adoption, as the standard elementary text-book in Algebra in our best schools and academies.

The following are a few of the recommendations, which are daily accumulating in the hands of the publishers

From J. H. FAIRCHILD, Professor of Mathematics in Oberlin College.

Professor Ray—Sir: I have read, with much satisfaction, your Algebra, Part First. It seems admirably adapted as an introduction to the study; and is such a book as no one but an experienced and successful teacher could produce. The demonstrations are sufficiently scientific, and yet not so abstract as to be unintelligible to the learner. Many authors seem to think that their reputation depends upon making their works above the comprehension of a beginner. Although some new work on algebra appears among us almost every month, yet yours was needed. I am pleased to see that the first edition is quite free from typographical errors, and that the language is, for the most part, logically and grammatically accurate; a remark which will not apply to all the works on algebra recently published in your city.

If you shall succeed as well in part second as in part first, the book will be welcomed by many instructors.  
(Signed) J. H. FAIRCHILD.

January 5, 1849.

From P. CARTER, Professor of Mathematics, etc., in Granville College.

I have examined, with much interest, the copy of Ray's Algebra presented to me by your politeness. As an elementary work for beginners, and especially for younger pupils, I consider it as one of the best with which I am acquainted. Like all the elementary work of Professor Ray, it is distinguished for its simplicity, clearness, and precision and furnishes an excellent introduction to the larger and more difficult works of this beautiful science.

(Signed)

P. CARTER.

February 24, 1849.

Extract from a communication furnished for the "School Friend", by an accomplished teacher in the "CINCINNATI CENTRAL HIGH SCHOOL", in which Ray's Algebra is used.

"It is but a few months since this book was issued from the press, and although we are acquainted with a dozen other Algebras of similar pretensions, and no mean value, yet from the examination of no one of them have we risen with so much pleasure and satisfaction, as from the examination of this." \* \* \* "In graduating the plan of his work, the author has shown great care and ingenuity, and in its execution, has manifested a familiarity with the wants and difficulties of young students, and a tact in obviating them, which has rarely been equaled. The principles are briefly stated, then illustrated and impressed on the mind by a numerous and choice selection of examples. All portions of the work bear ample testimony to the truth of a remark in the preface, that every page was carefully elaborated by many years of toil in the school-room. The statement and illustrations of the principles indicate that the ignorance and misapprehensions of the pupil were met and fathomed by a keen and watchful eye in the teacher, and the proper remedies applied and that these remedies were tested by repeated trials through a long and systematic course of teaching, and finally recorded for the use of students yet to be."

From MR. GREEN, of the English and Classical Academy, Madison.

I have carefully examined Ray's Algebra, Part First. The arrangement adopted in it of the fundamental principles of the science is, no doubt, the best one. The demonstrations accompanying the rules are lucid and accurate, and the examples copious enough to impress them indelibly upon the mind of the pupil. From the character of the author's arithmetic, the public had reason to expect that an algebra from the same author would be a valuable contribution to this department of science, and in the judgment of the writer, this expectation will not be disappointed.

October 16, 1848.

From MR. ZACHOS, Professor of Mathematics in Dr. Colton's Academy.

I have examined Ray's Elementary Algebra, and the best recommendation I can give it, is the fact that I have adopted it in my younger classes.

(Signed)

J. C. ZACHOS.

September 23, 1848.

From B. C. HOBBS, Superintendent of Friends' Boarding School, Richmond.

I consider Ray's Algebra, Part First, worthy of a place in every school. The author has fallen upon an ingenious method of securing a mental preparation, before the more difficult exercises of the slate are required. The work is clear and comprehensive, and a selection of superior formulae has been made for the solution of difficult problems. Could an objection be made to the work, it would be, that the subject is too much simplified. The cheapness of the work brings it within the means of every one.

(Signed)

B. C. HOBBS.

Ninth Month, 20, 1848.

From MR. S. FINDLEY, Principal of Chillicothe Academy.

After a careful examination of Ray's Algebra, Part First, I cheerfully recommend it as one of the best treatises in that department of science now extant. In its enunciation of rules it is concise and clear; in its demonstrations it is simple and philosophical; and its examples are numerous and varied: so that, in every respect, it excels as a theoretical and practical text-book for beginners, and as such is now in use in the Chillicothe Academy.

(Signed)

SAM'L FINDLEY

February 26, 1849.

From MR. HOOKER, Teacher at Mount Carmel, Ohio.

Professor Ray—Respected sir: I have, for some time past, been examining your elementary work on Algebra; and can truly say, that, as a primary work, it is better suited (according to my opinion) for general use in schools, than any similar work with which I am acquainted. The transition from arithmetic to our primary works on algebra, is, generally, too great; and unless scholars have a "natural tact" for mathematics, their knowledge of numbers generally stops with arithmetic, as few have the courage to undertake to master a theoretical treatise on algebra. \* \* \* I am glad to see you have made the change from arithmetic so gradual, and, at the same time so interesting. I have no doubt but your work will take precedence of all elementary treatises now in use in the Western States.

(Signed)

J. J. HOOKER.

February 28, 1849.

### CINCINNATI PUBLIC SCHOOLS

The following is the Report of the Committee on Text Books to the Board of Directors, [May 1, 1849.]

"That they have examined Ray's Algebra, Part First, and find it to be the cheapest and the best elementary work on the science of Algebra that they have used, or that has come under their inspection. It is of a higher order than most elementary works, and at the same time, it is very simple, commencing with seventeen pages of intellectual exercises, which serve as a connecting link between Arithmetic and Algebra. The whole work appears to be what the author says it is—The result of much reflection, and the experience of many years in the school-room. The committee, therefore recommend the adoption of the following resolution:

"Resolved, That Ray's Algebra, Part First, be adopted as a Text Book in the Common Schools of Cincinnati.

WM. PHILLIPS, JR.,  
S. MOLLITER,

C. DAVENPORT,  
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Committee on Text Books."

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